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### Program Review: Women's, Gender & Ethnic Studies Program (WGES)

Linda Van Ingen

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## **Women's, Gender & Ethnic Studies Program**

**University of Nebraska at Kearney**

**Academic Program Review: Self-Study Report, spring 2020**

**Thursday, March 5, 2020**

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### **ABSTRACT**

This Self-Study Report provides an overview of the Women's, Gender & Ethnic Studies Program (WGES) since the last report of fall 2010 for Women's & Gender Studies and spring 2012 for Ethnic Studies. The two programs combined in 2016. This report concludes with a look at future directions including a 1-3-5 and 10 year plan.

WGES began as a Women's Studies minor degree program at UNK in 1989. In 2007, it adopted a new name to reflect the growing body of scholarship in gender analysis, becoming Women's & Gender Studies. Separately, in 2006, UNK established the Ethnic Studies minor degree program with its own director and advisory council. In 2016, the two programs merged under one director to become WGES while still offering two separate minor degrees. After several years of development, in January 2018 a proposal for a new major degree in WGES won approval from all required university entities including the NU Board of Regents. However, it failed to get on the agenda of the State's Coordinating Commission for Post-Secondary Education (CCPE) for final approval. The CCPE is an external state body directed to oversee higher education across the state, including "Approving or disapproving academic programs based on specific criteria." The WGES program therefore offers two minor degrees but is not yet permitted to implement the bachelor's degree.

The WGES program recently moved into the newly created College of Arts and Sciences (CAS) from the Office of the Senior Vice Chancellor for Academic Affairs (SVCASA) where it had resided since 1994. The merger of the College of Fine Arts & Humanities with the College of Natural & Social Sciences into the CAS not only created a new academic home for WGES but also new opportunities for its growth and development. With almost 40 students enrolled in the minor degree programs, WGES is well situated to pursue new goals in curriculum development and experiential learning, co-curricular collaboration with other campus organizations, and recruitment and outreach for student enrollment. Administrative goals include transitioning to a new director, reassessing office space and office associate support, and increasing program visibility. With its emphasis on diversity and inclusion and its student-centered orientation, the WGES program is prepared to support the university as it embraces change and adopts new strategies for student engagement and learning.

### **APR Team Members Spring 2020 (5):**

Lindsey Churchill, APR Chair (Associate Professor of History and Director of Women's, Gender & Sexuality Studies, University of Central Oklahoma)

Carol Lilly (Professor of History; Director of International Studies; CAS Ed Policy Committee Member; Former WS Director; Served previously on APR 2004 and 2010)

Sandra Loughrin (Associate Professor of Sociology; Member of WGES Advisory Council)

Erin (Ellie) Lindner (Graduate Assistant for WGES; UNK WGS Alumna)

Tran Doan (Undergraduate Student; WGS minor)

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## **I. GENERAL PROGRAM CHARACTERISTICS**

### **A. Mission Statements**

#### **Mission Statement for Women's, Gender & Ethnic Studies Program**

The combined Women's, Gender & Ethnic Studies Program is an interdisciplinary study of the intersectionality of race, ethnicity, gender, and sexuality within the context of class. It explores the interlocking nature of systems of oppression and privilege that impact many aspects of life and culture in the United States and around the world. The program empowers students to redefine difference and prepares them to work successfully in a globally diverse and rapidly changing job market. (WGES Advisory Council 4-18-18)

#### **Mission Statement for Women's & Gender Studies: Minor Degree**

Women's and Gender Studies is an interdisciplinary minor degree program that explores gender as a system of relations and power. Students apply feminist, gender, and queer theory to understand intersectional issues of race, sexuality, and class, collectively creating a society free of discrimination, harassment, and violence. (WGES Advisory Council 4-18-18).

#### **Mission Statement for Ethnic Studies: Minor Degree**

Ethnic Studies is an interdisciplinary minor degree program that explores the impact of race and ethnicity on the creation of identity, justice, and power. Students apply critical theories of race and intersectionality to understand systems of privilege and oppression in a complex society, gaining a multicultural competency to work with populations that are both diverse and inclusive. (WGES Advisory Council 4-18-18)

### **B. Program Purpose in UNK's and NU's Strategic Plans**

**1. UNK's Core Value #1 Learning Matters and NU's "transforming lives through research & innovation":** WGES contributes to the UNK and NU focus on interdisciplinary research and experiential learning. WGES is by definition interdisciplinary and collaborative. WGES works with department programs across campus, especially in the CAS social sciences, fine arts, and humanities. Each minor degree program begins with a General Studies introductory class and then draws on well-established designated elective courses from other departments. Students make connections across the disciplines in terms of the social, political, historical, and economic effects of race, ethnicity, gender, and sexuality. Students are also encouraged to present their research papers at the annual "No Limits" student research conference to engage in experiential learning.

**2. UNK's Core Value #2 Student-Centered Learning Environment and NU as "the best place in the nation to be a student":** WGES contributes to UNK's efforts to increase enrollment, including expanding the diversity of its student body and the focus on student success and retention. It also supports NU's Cornerstone to reach students historically underrepresented in higher education and to ensure the well-being of all students, "including increasing diversity and cultivating an environment free of discrimination, harassment and violence." While UNK has experienced some decline in undergraduate enrollment (11% since spring 2013), it has seen an increase in both Hispanic (13%) and African-American (35%)

enrollment since 2013 – and more so if one compares to 2010. Gender balance on campus is over 50% women (57% in spring 2016). While no measurable correlation exists between WGES and enrollment, offering WGES programs increases the visibility of campus diversity and inclusion, as well as contributes to a welcoming and affirming environment for minority students and all women.

**3. UNK’s Core Value #3 People Matter and NU’s “work hand-in-hand with partners to achieve goals”:** WGES supports UNK’s goal to expand the scope of academic opportunities and to increase collaborations across campus and with other entities. WGES supports both curricular and extra-curricular activities such as the “No Limits” student research conference, the LGBTQ Symposium, Women’s History Month and Black History Month that connect a diversity of students to a variety of departments and organizations. The WGES program cannot exist without collaboration with partners across the university system and the Kearney community.

**4. UNK’s Core Value #4 Responsible Stewardship and NU’s “win with people”:** WGES supports UNK’s goal to increase the diversity of faculty and staff, and to enhance the workplace environment. NU’s Cornerstone to “win with people” underscores the importance of creating “an inclusive and welcoming environment for all.” The visibility, as well as the need and success, of a WGES program contributes to a campus workplace environment that supports diversity and helps prepare students to succeed in a diverse world.

### **C. Program’s purpose in Nebraska’s Blueprint for 2030**

In August 2019, Nebraska business and community leaders released a report entitled “Blueprint Nebraska” which offers a roadmap for “where Nebraska needs to go by the year 2030.”

Governor Pete Ricketts and NU President Hank Bounds launched the Blueprint project in 2018 with the goal of making Nebraska a top tier state to live in. In addition to economic growth and gains in the tech industry, the Blueprint says Nebraska must attract young adults to work in the state and to create a “place where our young people want to stay.” Among the action items, the Blueprint recommends the state “promote diversity and inclusion” and implement a “Choose Nebraska” campaign to attract young workers and enhance collaboration between business and education. UNK’s Women’s, Gender & Ethnic Studies program supports these goals by offering students a curriculum that prepares them to work with a diversity of people as well as offering campus and community programming that emphasizes the value of diversity and inclusion. [See *Kearney Hub*, July 31, 2019]

### **D. WGES Program History**

The year 2019 marked the thirtieth anniversary of WGES at UNK. Founded in 1989 by Dr. Kate Benzel and Dr. Liz Peck of the English Department, it began as a Women’s Studies minor degree housed in the College of Fine Arts & Humanities. In 1994, because of its interdisciplinary nature and a growing need for budgetary support, the program moved to the office of the Vice Chancellor for Academic Affairs. In 2007, Women’s Studies redefined itself as Women’s & Gender Studies to better reflect scholarly developments in gender theory. Separately, in 2006, UNK introduced the Ethnic Studies minor degree program, also housed in the Vice Chancellor’s office with its own director and advisory council. Also in 2006, Women’s Studies faculty and students worked with administration to establish a women’s resource center, currently housed in Student Health and Counseling as the Women’s Center. In 2016, following suggestions made in

the Ethnic Studies APR of 2012, the respective advisory councils for the two minor degree programs (Women's & Gender Studies and Ethnic Studies) merged to create one combined council with regular monthly meetings during the academic year. The Women's & Gender Studies director assumed leadership over the newly combined Women's, Gender & Ethnic Studies program (WGES).

The combined WGES program increases efficiency by combining resources for two small programs under one director, pursuing shared avenues for growth in student enrollment, and drawing on curriculums for both programs to propose a new bachelor's degree that focuses on the intersectionality of women, gender, sexuality, race and ethnicity.

The combined Advisory Council made several changes to the two minor degrees. In fall 2012, the Advisory Council reduced the WGS minor degree requirements from 24 credit hours to 18 hours, making it similar in credit hours to the UNO and UNL minor degree offerings. The UNK reduction in credit hours required for graduation from 124 to 120 hours also justified the change. The Advisory Council also agreed to drop the senior seminar requirement as part of the reduction in credit hours. The new 18 hour WGS minor degree became effective for the 2013-2014 catalog year.

In spring 2016, the Advisory Council agreed to similarly reduce the Ethnic Studies minor degree program from 24 credit hours to 18 hours, and to drop the two research seminar requirements. These changes for the Ethnic Studies minor became effective for the 2016-2017 catalog. Both minor degree programs now share similar program credit requirements.

The Advisory Council agreed to explore possibilities for a new combined major in Women's, Gender & Ethnic Studies. First discussed in 2012 (following the spring 2012 Ethnic Studies APR which made this recommendation), the Advisory Council formally approved the creation of a new major in October 2012. Over the course of the next six years, a new major proposal for a BA and BS was approved by the CNSS Ed Policy Committee, CNSS Dean, Faculty Senate Academic Affairs Committee, the Vice Chancellor's and Chancellor's office, Central Administration in Varner Hall in Lincoln and, in January 2018, the NU Board of Regents. A final vote of approval is still needed from the State's Coordinating Committee for Post-secondary Education (CCPE), an independent higher education oversight committee appointed by the governor. The bachelor degree proposal has yet to be placed on the CCPE agenda.

## **E. Governance**

### **1. Reporting Structure:**

Now housed in the CAS, WGES is in the process of consolidating its academic and operational functions under one roof. Previously, academic decisions went through the old College of Natural & Social Sciences while budgetary and operational support came from the Office of the SVCASA. Now curriculum, budgetary, operational, and leadership development fall under the purview of the CAS Dean. Curriculum decisions go through the CAS Ed Policy Committee, the CAS Dean, and finally the Faculty Senate Academic Affairs Committee for approval. The operational budget, a permanent annual transfer, maintains the same cost-center number but likewise shifts to the CAS. Allocations for faculty funding and an adjunct budget have also become responsibilities of the CAS dean. Future decisions about office space and administrative

support likewise need to be worked out with the CAS. The WGES director, moreover, now reports to the CAS Dean and participates in the CAS monthly council of chairs and directors. These changes along with supportive leadership in CAS have been positive changes for WGES.

## **2. The Director:**

The program director assumes a three-year renewable position that carries one course release (25% release time) and an administrative stipend of 10/12 of a department Chair's stipend each semester. In addition, the director receives a summer stipend of 9% of annual salary.

The director remains as full-time faculty member in her home academic department where she is evaluated annually in terms of teaching, scholarship, and service for promotion and review. The SVCASA office historically conducted periodic annual reviews of her work as program director, but recent changes in leadership have left the assignment of this function unclear.

The director's responsibilities are diverse and are carried out with very limited office associate support and budgetary resources. It is historically understood that the director's monthly stipend, summer stipend, and course release compensate for a 12-month work load that includes the following:

### *Administrative Responsibilities:*

- advise WGS and ETHS minors
- attend NWSA, NAES conferences, webinars, professional development for directors
- chair WGES Advisory Council
- chair Scholarship Committee
- collaborate with OMA/ODI, Women's Center, other entities
- conduct program assessment, collect data, write report
- coordinate course electives with Registrar, affiliated faculty, Deans, web page, publications
- develop alumni network and fundraising
- facilitate all publicity needs
- hire and supervise adjunct faculty
- keep up files, email correspondence
- manage and reconcile operating budget
- manage web page updates
- provide advance notice to the campus by e-mail of events
- provide Minutes to Advisory Council and to Faculty Senate
- recruit and supervise graduate assistant
- report to CAS Dean
- schedule courses 3 times per year
- develop strategic plans

### *Curricular Responsibilities:*

- develop and update course content for WSTD 220 and ETHS 101
- develop program curricula including electives



- foster a climate of support for WGS & ETHS affiliated faculty
- identify and recruit affiliated faculty to teach electives
- identify and recruit WSTD 220 and ETHS 101 instructors
- prepare elective courses for review and approval by CAS Education Policy Committee
- recruit students to courses, minor degree programs
- recruit/mentor research opportunities for students
- teach required courses as needed, including WSTD 220 and ETHS 101

*Co-Curricular Responsibilities:*

- faculty advisor to Triota (Iota-Iota-Iota), the WGES Student Honor Society
- organize and co-sponsor speaker and program events
- organize/mentor student travel to “No Limits” conferences at UNL and UNO
- organize “No Limits” conference on a triennial basis when hosted by UNK
- collaborate with Women’s Center and Office of Diversity & Inclusion (ODI)
- respond to community requests for guest speakers, other programming
- supervise service-learning students and interns

Directors of **WGS**

Kathryn Benzel	English	(1989-1992)	3yrs
Elizabeth Peck	English	(1992-1994)	2yrs
Kay Hodge	Business	(1994-1997)	3yrs
Carol Lilly	History	(1997-2000; Interim Sp 2005; Co-director 2005-06)	3+1.5yrs
Diane Wysocki	Sociology	(2000-2006; sabbatical Sp2005; Co-director 2005-06)	5.5yrs
Trudy de Goede	Library	(Interim 2006-2007)	1yr
Linda Van Ingen	History	(2007-present)	12yrs

Directors of **ETHS**

Kurt Siedschlaw	Criminal Justice	2006-2007	1 yr
Tami Moore	Family Studies	2007-2008	1 yr
Calude Louishomme	Political Science	2008-2009	1 yr
Tami Moore	Family Studies (Interim while Louishomme on Fulbright in Germany)	2009-2010	1 yr
Claude Louishomme	Political Science	2010-2016	6yrs
Linda Van Ingen	History	2016-present	3yrs

Director of combined **Women’s, Gender & Ethnic Studies**

Linda Van Ingen	History	(2016-present)	3yrs
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### 3. The Advisory Council:

The WGES Advisory Council consists of 14 members. In addition to the Director who chairs the Council, the Governance Document requires one full-time faculty member from each undergraduate College (CAS, COE, CBT), one full-time faculty representative from the Library, and five at-large faculty representatives who teach courses for WGS and ETHS, but not more than two faculty from one department. The Board also consists of one staff representative from the Women's Center and one staff representative from the Office of Diversity & Inclusion, as well as two student representatives. All are voting members except the Director (with the exception of a tie vote) and the student representatives. Terms are three years, renewable, except for students who serve a one-year renewable term. See Appendix for copy of current Governance Document (approved by WGES Advisory Council 2-19-2020).

The Advisory Council meets monthly during the academic year to advise and otherwise help direct and run the program. Advisory Council members play an active role, contributing many uncompensated hours as volunteers for extracurricular activities and events.

#### Advisory Council Membership 2019-2020

F19-S20	Women's, Gender & Ethnic Studies Advisory Council	Department	College	First year on WGES AY	3yr-Term ends after this AYear	# of terms
1	Linda Van Ingen* Director	History	CAS (chair since 07-08)	01-02		18yrs (4 terms as director)
2	Sandra Loughrin*	Sociology	CAS	13-14	21-22	3
3	Doug Tillman	Counseling	COE	Sp2016	20-21	2
4	Ngan Chau	Marketing & MIS	CBT	Sp2016	20-21	2
5	Megan Strain*	Psychology	CAS at-large	15-16	20-21	2
6	Michelle Warren*	Modern Languages	CAS at-large	F2017	19-20	1
7	Michelle Beissel Heath*	English	CAS at-large	F2019	21-22	1
8	Tiffani Luethke*	Communication	CAS at-large	F16/F19	21-22	1
9	Toni Hill	Family Studies	CBT/COE at-large	F2016	21-22	2
10	Laurinda Weisse	Archives Librarian	Library	16-17	21-22	2
11	open	ODI Diversity & Inclusion	Student Affairs			
12	Wendy Schardt/ Erica Con	Women's Center	Student Health & Counseling	12-13/ 19-20	20-21/ 21-22	3/1
13	Ellie Lindner	Graduate Assistant	Hist grad student	18-19		2
14	Tran Doan	Undergraduate Student	QSA/Triota	19-20		1

\*teaches for WGS and/or ETHS (2/2020 for 2019-2020)

## **E. Benchmarks and Recommendations from WGS APR 2004 & 2010 and ETHS 2012:**

### **APR 2004: Women's Studies**

Four items from the 2004 APR have been accomplished: 1) the Women's Center, established in 2006, helps address problems of harassment and a chilly climate by offering quality campus programming for sexual assault awareness, healthy relationships, and eating disorders. 2) WGES's office space needs were resolved with collaboration with the Calvin T. Ryan Library for a shared office with Ethnic Studies and International Studies office (desk furniture provided by the SVCASA office). 3) The Library has also allocated funding to update its book acquisitions for women's and gender studies. 4) The WGS curriculum has likewise been updated with more diverse electives.

Several recommendations remain unmet, including the need for 1) a dedicated faculty-line or adjunct budget, 2) more office associate support, and 3) designating cross-listed courses with both the WSTD/ETHS prefix and the departmental prefix for course scheduling on MyBlue.

### **APR 2010: Women's & Gender Studies**

The 2010 APR identified seven priorities, four of which were addressed. 1) The problematic chain of responsibility, when the director reported to the Faculty Assistant to the SVCASA while also working with the CNSS Dean, was effectively resolved when the SVCASA created the Associate Vice Chancellor position which included oversight of and support for the WGS program. That position has since changed, however, and clarification of the reporting path for the director is again required. 2) While aspects of the recommendation to increase program visibility have yet to be addressed (such as the cross-listing electives), the suggestion to increase online offerings has been implemented, as the WGS minor is now fully online. 3) The third area that has been addressed is in co-curricular programming, especially in collaboration with the Women's Center and Student Support Services. The Women's Center continues to play an important role in campus programming, including the new Masculinity Project, and a staff member of Student Support Services took leadership in organizing the first LGBTQ Symposium in spring 2019. 4) Securing the director's position with a process of mentorship and succession is underway, as plans are to turn the program over to a new director beginning fall 2020.

The three priorities not yet addressed echo those recommended in 2004: 1) adjunct budget allocation, 2) increased support staff, 3) a more secure budgetary commitment to the director's reassigned time, monthly administrative stipend, and summer stipend.

### **APR 2012: Ethnic Studies**

The 2012 APR made many recommendations, five of which have been addressed. 1) As recommended, the ETHS mission statement has been revised and updated to include the study of intersectionality. The Advisory Council chose not to include "community based research" and "international studies" as part of the mission statement. 2) The problematic chain of responsibility, a concern to ETHS as it was for WGS, has likewise been addressed although new clarification of the reporting path for the director is again needed given recent leadership changes in the SVCASA office and the newly created CAS. 3) Recommendations for addressing low

enrollment in ETHS included finding new faculty to teach ETHS 101 and teaching the course every semester with more effort on recruitment. These recommendations have been implemented with the consolidation of the program with WGS, enabling the WGES director to teach ETHS 101 every semester and update the curriculum. 4) The recommendation to lower credit hours for the minor has also been implemented when, in 2016, the Advisory Committee agreed to lower the program from 24 to 18 credit hours, and to remove the two research courses from the list of requirements. 5) The recommendation to combine the WGS and ETHS programs, including strengthening ETHS leadership, has also been implemented by combining the two minor degrees under the leadership of one director.

Recommendations not fully addressed include 1) Creating a new major in Women's, Gender and Ethnic Studies. While a new major proposal has won University of Nebraska approval, including the Board of Regents, it has not won support from the CCPE; 2) Expanding and cross-listing elective courses. While the number of electives has increased, the problem of cross-listing courses remains; 3) Developing more online course options. While there are more online courses, the required ETHS 101 class is not offered online, preventing the creation of an online minor; 4) Increasing campus commitment and appreciation of Ethnic Studies, including development of public relations materials. The Chancellor's Advisory Committee on Equity, Access and Diversity (EAD) promises to improve the campus culture for diversity and inclusion; and 5) As recommended for WGS, ETHS requires more resources for an adjunct budget and office associate support, as well as more secure director compensation.

## **II. DEGREE PROGRAMS & CURRICULA**

The WGES program offers two minor degrees: Women's & Gender Studies (WGS), and Ethnic Studies (ETHS). The WGS degree consists of 18 credit hours (effective 2013-2014 catalog) and the ETHS degree consists of 18 credit hours (effective 2016-2017 catalog). The proposed major in WGES, approved by the Board of Regents in January 2018, will not be implemented until it receives approval from Nebraska's Coordinating Commission for Post-Secondary Education (CCPE).

### **A. Women's & Gender Studies Minor Degree**

To complete the WGS minor degree (18 credit hours), students take one required WSTD prefix course (WSTD 220 "Women and Gender Studies") and five elective courses from at least two disciplines. The electives are approved by the WGES Advisory Council, CAS Ed Policy Committee, and Academic Affairs and are taught by over 20 affiliated faculty from 17 different departments. Students are limited to an overlap of 8 credit hours between their major and minor degrees. A growing number of online courses allow students to complete the WGS minor entirely online.

#### **A.1. WSTD 220 "Women's & Gender Studies" (a required course for WGS minor)**

The WSTD 220 required course is offered every semester and since 2017 every summer as an online class. It is a General Studies (GS) course, approved in 2009 for Social Science Distribution credit. See Box for syllabus.

The course has generated on average 124 student credit hours per academic year over the nine years from 2010-2019. The average number of enrolled students per year is 41, with a high of 68 in 2017-2018 and low of 27 in 2010-2011. Average class size is 17.7 students.

#### **WSTD 220 Enrollment**

Term	Instructor	Enrollment	Student Cr Hours	AY totals
2020 S	Lewis	21		
2019 F	Lewis	14		
2019 U online	Van Ingen	13		18-19=50
2019 S	Lewis	21		
2018 F	Lewis	16		
2018 U online	Van Ingen	21		17-18=68
2018 S	Lewis	25		
2017 F	Van Ingen	22		
2017 U online	Van Ingen	13		16-17=60
2017 S	Lewis	20		
2016 F	Lewis	27		
2016 S	Lewis	23		15-16=37
2015 F	Lewis	14		
2015 S	Lewis	21		14-15=41
2014 F	Lewis	20		
2014 S	Lewis	10		13-14=24
2013 F	Lewis	14		

2013 S	Lewis	19		12-13=38
2012 F	Lewis	19		
2012 S	Van Ingen	15		11-12=27
2011 F	Van Ingen	12		
2011 S	Van Ingen	11		10-11=27
2010 F	Van Ingen	16		
		17.7 ave	1116 ttl hrs	372students

### WSTD 220 Instructors and Curriculum Development

Dr. Linda Van Ingen first taught the WSTD 220 in fall 2007 when she assumed leadership of WGES as director. In fall 2012 she hired adjunct instructor Amber Lewis to teach the course on a regular basis every semester. Lewis, who has an MA History (with a Women's History emphasis) also taught as a GA from 2014 to 2016 when she enrolled in her second master's program (MAEd Principal Administration). The course has had a consistently strong enrollment with a high of 27 students (fall 2016).

An online WSTD 220 summer class, taught by Van Ingen, was added to the curriculum in summer 2016. This additional course helped increase overall WSTD 220 student credit hours per academic year while also alleviating the pressure of a growing fall and spring course enrollment. This summer class enables students to complete the minor degree entirely online, contributing to the overall growth of WGS minor degree students.

UNK's e-campus has supported funding for the online summer course and the SVCASA has covered adjunct pay for the academic year. This funding is insecure, however, as there is no dedicated faculty line (adjunct or otherwise) for the program. Currently, the CAS Dean is paying for the WSTD 220 adjunct.

The WSTD 220 fall and spring curriculum continues to rely on the *Women's Voices/Feminist Visions* anthology edited by Shaw & Lee. A new, 7<sup>th</sup> edition, released this year 2019 and retitled *Gendered Voices/Feminist Voices*, will be adopted for 2020-2021. WSTD instructors also assign three additional readings: bell hooks' classic *From Margin to Center*, Tarrant's *Men Speak Out*, and Waris Dirie's *Desert Flower*. These three supplementary readings introduce students to feminist theory, masculinities, and transnational feminism, respectively. See Box for syllabus.

The WSTD 220 online summer curriculum differs somewhat from the on-campus courses. As a six week course, the intensive summer class relies on the textbook, Gillis and Jacobs' *Introduction to Women's & Gender Studies*, because it provides a narrative text that works very well for online learning. The summer class also assigns Dirie's *Desert Flower*, but relies on the textbook, readings, and discussion for a focus on masculinities and feminist theory. See Box for online syllabus.

### WSTD 220 Student Demographics

Students who take the class come from all the colleges and a variety of majors. In Spring 2020, for example, there are 21 students enrolled, two are pre-med/pre-nursing students, several are in the College of Business as business and cyber security majors, two are family studies majors,

and many are CAS students with majors in psychology, social work, criminal justice, art and design, and music. Four students are undecided. Most of the class is female (usually 2 or 3 males) and multicultural. Latinxs and international students from Africa, Europe, and Asia (China, Korea and Japan) have enrolled in the course, creating a positive, multicultural learning experience.

#### **A.2 WSTD 220 for General Studies credit**

The UNK General Studies program currently requires students to take 45 credit hours in a sequence of Fundamental, Portal, and Distribution classes. An interdisciplinary Capstone class completes the General Studies core. Both WSTD220 and ETHS101 are Distribution courses in the Social Science category.

The current General Studies program, however, is expected to be revised in the next year. These revisions are expected to reduce the program to 30 credit hours with one class required in each of 10 categories. One of these categories (Loper 11), may be a Diversity & Inclusion category to which both WSTD220 and ETHS101 would contribute. This change to the GS program not only would open up opportunities for more students to take WSTD220 and ETHS101, in reducing the credit hour requirement from 45 to 30 hours it would also free up credit hours for more students to add the minors to their major degree program.

Please see the Appendix for a copy of the current General Studies learning outcomes for the Social Science Distribution category.

**A.3. Other WSTD Prefix Courses:** WGS has a WSTD 420 “Senior Seminar” and WSTD 499 “Special Topics” course for 1 to 3 elective credit hours. The WSTD 420 is a research opportunity offered as an elective on an independent study basis. The WSTD 499 gives the Director flexibility in special course offerings. It has been used for internship credit and, in Spring 2019, as a special topics course on LGBTQ Studies taught by an adjunct instructor. No permanent faculty allocations have been made to these courses. See Appendix for syllabi.

#### **A.4. WGS Program Electives:**

Students complete the minor degree by taking five designated electives from at least two departments. The 2002 -2004 Undergraduate Catalog listed 19 designated courses from 12 disciplines. This number increased to 25 courses from 14 departments in the 2004-2006 Catalog and to 39 courses from 15 departments in 2009-2010. The 2019-2020 Catalog lists 42 courses from 17 departments.

#### Elective Course Approval Process:

To get a course approved for WGS credit, faculty submit a syllabus to the director which is reviewed by the WGES Advisory Council. Upon approval, it is reviewed by the CAS Education Policy Committee. It then goes to the Faculty Senate Academic Affairs Committee for final approval before publication in the future catalog. Courses for WGS must meet content requirements according to the following statement (approved by the WGSAC 11/01; revisions in bold approved 9/07):

- *At least 50% of the course focus -- the content, papers, and class discussion – is on women **and/or gender**. This focus can include women's contributions, concerns, ideas, philosophies, issues, history, artistry **and/or a gendered analysis of at least half of the course content**. For instance, in discussions on race, class, ethnicity, sexual orientation and other systems of domination, one could point out how one experiences gender, subordination, and agency. Course content can also be analyzed in terms of gendered femininities and masculinities.*
- *Women's and Gender Studies classes **should be** taught with a method that fosters student participation and collaborative learning, and values the students' experiences.*

WGS Elective courses offered each semester

Term	Number of Electives	Online	% Online
2020 S	15	6	40%
2019 F	17	7	41%
2019 U	5	5	100%
2019 S	14	3	21%
2018 F	15	6	40%
2018 U	6	5	83%
2018 S	14	4	29%
2017 F	16	6	38%
2017 U	5	5	100%
2017 S	18	3	17%
2016 F	18	6	33%
2016 U	6	5	83%
2016 S	16	4	29%
2015 F	17	4	24%
2015 U	6	5	83%
2015 S	13	2	15%
2014 F	18	6	33%
2014 U	8	3	34%
2014 S	16		
2013 F	15	3	20%
2013 U	7	4	57%
2013 S	11		
2012 F	18		
2012U	5		
2012S	11		
2011 F	18	4	
2011U	7	6	
2011S	15	2	
2010 F	18		
2010U	7		
2010S	15		
	15.65 electives ave/sem F&S only		



Following is a list of approved WGS courses posted in the Catalog for 2019-2020:

**Select 15 credit hours of the following in at least two departments:**

<a href="#"><u>WSTD 420</u></a>	Research Seminar in Women's & Gender Studies
<a href="#"><u>WSTD 499</u></a>	Special Topics in Women's & Gender Studies
<a href="#"><u>ART 422</u></a>	Women in Art
<a href="#"><u>CJUS 315</u></a>	Victimology: Victims of Crime
<a href="#"><u>CJUS 360</u></a>	Sex Crimes
<a href="#"><u>CJUS 370</u></a>	Women and Crime
<a href="#"><u>CJUS 380</u></a>	Minorities and Criminal Justice
<a href="#"><u>CJUS 476</u></a>	Terrorism and Crisis Negotiations
<a href="#"><u>CSP 418</u></a>	Introduction to Counseling and Social Advocacy
<a href="#"><u>ENG 254</u></a>	Introduction to Literature: Special Topics (Queer Literature) <sup>1</sup>
<a href="#"><u>ENG 260</u></a>	Images of Women in Literature
<a href="#"><u>ENG 359</u></a>	Contemporary American Multicultural Lit
<a href="#"><u>ENG 360</u></a>	American Women Writers
<a href="#"><u>ENG 425</u></a>	Children's Literature
<a href="#"><u>ENG 426</u></a>	Literature for Adolescents
<a href="#"><u>ENG 460</u></a>	Topics: Women's Literature
<a href="#"><u>ETHS 101</u></a>	Introduction to Ethnic Studies
<a href="#"><u>FORL 357</u></a>	Seminar on Women in a Foreign Literature
<a href="#"><u>FREN 357</u></a>	Seminar on Women in French/Francophone Lit
<a href="#"><u>FAMS 151</u></a>	Human Sexual Behavior
<a href="#"><u>FAMS 351</u></a>	Marriage & Family Relations
<a href="#"><u>FAMS 465</u></a>	Advanced Study of Sexual Behaviors
<a href="#"><u>HIST 421</u></a>	Women in America
<a href="#"><u>HIST 485</u></a>	The United States Since 1941
<a href="#"><u>HIST 495</u></a>	Topical Studies (The 1960s ) <sup>1</sup>
<a href="#"><u>HIST 495</u></a>	Topical Studies (Women and War in Modern Europe) <sup>1</sup>
<a href="#"><u>JMC 460</u></a>	Mass Media and Society
<a href="#"><u>MUS 247</u></a>	Women Composers and Their Music: A Historical Approach
<a href="#"><u>PSCI 353</u></a>	Race & Politics
<a href="#"><u>PSCI 374</u></a>	Modern Political Thought
<a href="#"><u>PSCI 378</u></a>	Feminist Political Thought
<a href="#"><u>PSY 374</u></a>	Psychology of Gender
<a href="#"><u>SOC 201</u></a>	Social Inequality
<a href="#"><u>SOC 369</u></a>	Sociology of Gender
<a href="#"><u>SOC 380</u></a>	Sociology of Sexuality

<a href="#">SOC 430</a>	Sociology of Family
<a href="#">SOC 462</a>	Sociology of Health and Illness
<a href="#">SOWK 170</a>	Introduction to Social Welfare
<a href="#">SOWK 410</a>	Social Policy & Programs
<a href="#">SOWK 420</a>	Diversity and Social Justice
<a href="#">SOWK 479</a>	Violence Across the Lifespan
<a href="#">SPAN 357</a>	Seminar on Women in Hispanic Literature

#### **A.5. On-line Courses for WGS**

Completing the WGS minor degree online is possible because of a regular offering of the required WSTD 220 (summers) and a range of online electives during the regular academic year. The proportion of online classes offered for WGS credit ranges from 15% to 41% in fall and spring semesters, and 83% to 100% over the past three summers. As an example below, WGS offered 13 online classes from 8 departments in 2018-2019:

*On-line classes for WGS credit in 2018-2019 including summers*

WSTD 220	Women & Gender Studies (Van Ingen)
CJUS 315	Victimology: Victims of Crime (Campbell)
CJUS 370	Women & Crime (Wulf)
CJUS 380	Minorities & Criminal Justice (Smith)
ENG 254	Intro to Literature: ST "Love & Marriage" (Honeyman)
FAMS 151	Human Sexual Behavior (Moore/Obasi)
JMC 460	Mass Media & Society (Hogg)
MUS 388H	Music, Culture, Gender (staff)
SOC 369	Sociology of Gender (Loughrin)
SOC 430	Sociology of Family (Maughan)
SOC 462	Sociology of Health & Illness (Liew)
SOWK 170	Intro to Social Welfare (Sogar/VangFreeling/Park)
SOWK 479	Violence Across the Lifespan (VanLaningham)

## **B. Ethnic Studies Minor Degree**

To complete the ETHS minor degree (18 credit hours), students take one required ETHS prefix course (ETHS 101 Introduction to Ethnic Studies”) and five elective courses from at least two disciplines. The electives are approved by the WGES Advisory Council, CAS Ed Policy Committee, and Academic Affairs and are taught by over 20 affiliated faculty from 12 different departments. A growing number of approved electives are offered online. The ETHS minor, however, is not fully available online because ETHS 101 is not currently available online.

### **B.1 ETHS 101 “Introduction to Ethnic Studies” (a required course for ETHS minor)**

The ETHS 101 required course is offered every semester since fall 2016. Prior to that it was offered only in the fall. It is a General Studies (GS) course, approved for Social Science Distribution credit. See Appendix for syllabus.

The course has generated on average 46 student credit hours per academic year over the nine years from 2010-2019. The average number of enrolled students per year is 20, with an upward trend to 32 enrolled last academic year. The fall-spring course offering helps increase annual enrollments in the class while also contributing to a growth in the number of students adopting the minor degree.

#### **Enrollment ETHS 101**

Term	Instructor	Enrollment	Student Cr Hours	AY totals
2020 S	Van Ingen	13		
2019 F	Van Ingen	5		
2019 S	Van Ingen	12		18-19=32
2018 F	Van Ingen	20		
2018 S	Van Ingen	16		17-18=25
2017 F	Van Ingen	9		
2017 S	Van Ingen	17		16-17=24
2016 F	Glasier	7		
2016 S		-		15-16=20
2015 F		20		
2015 S		-		14-15=15
2014 F		15		
2014 S		-		13-14=18
2013 F		18		
2013 S		-		12-13=20
2012 F		20		
2012 S		-		11-12=12
2011 F		12		
2011 S		-		10-11=18
2010 F		18		
		15.3 ave	552 ttl hrs (ave 46/class)	184students (20students /AY)

### ETHS 101 Instructors and Curriculum Development

Dr. Linda Van Ingen first taught ETHS 101 in spring 2017 when she assumed leadership of the combined WGS and ETHS program. She updated the curriculum by emphasizing the intersectionality of race and ethnic identity and the social construction of citizenship. She adopted a new required anthology, Rothenberg's *Gender, Race & Class*, and she chose a supplementary book that allows students to explore the African American experience. Class is discussion based with content lectures and videos. Because this course is currently taught as a course overload for the director (in lieu of a course release for directing the program), a GA line previously assigned to WSTD 220 was shifted to ETHS 101. The Graduate Assistant works with the director/instructor in teaching and grading the course. The goal is to hire an adjunct for the class; once the GA graduates with her MA, she would be qualified to apply for an adjunct position. Like the WSTD 220 course, however, there is currently no dedicated funding for a course instructor.

Since the curriculum changes in 2016, ETHS 101 course enrollment ranges from 9 to 20 students per class. Fall 2019 was an outlier with only 5 students enrolled, possibly due to changes in leadership of summer student enrollment and not enough publicity. Because the course is offered each semester, the total enrollment is higher per academic year than previous years before 2016. An online or blended offering would help increase enrollment and allow for the minor degree to be offered entirely online.

### ETHS 101 Student Demographics

Students who take the class come from all the colleges. The students enrolled in Spring 2020 have majors in Political Science, Sociology, Spanish, Family Studies, Business Administration, Biology, Physical Therapy, and General Studies. The class is also diverse in terms of gender and race. International students also consistently enroll in the course each semester.

### **B.2 ETHS 101 for General Studies credit**

Like WSTD220, ETHS101 is a Distribution course in the Social Studies category of the current General Studies program. Please see Appendix for the learning outcomes. As noted in A2, proposed changes to the program include a Diversity & Inclusion category to which ETHS101 and WSTD220 would contribute, creating new opportunities for students to take these classes.

**B.3. Other ETHS Prefix Courses:** Ethnic Studies has two ETHS prefix courses beyond the introductory ETHS 101. The ETHS 370 is for "Independent Research" and ETHS 450 is a research seminar in comparative ethnic studies. Until 2016, both ETHS 370 and ETHS 450 were required for the minor degree. They are now offered as electives, with ETHS 370 serving as an independent study option every semester. The ETHS 450 has not been offered since 2016. No permanent faculty allocations have been made to these courses, and the director serves as the instructor on record for independent studies.

### **B.4. ETHS 101 Program Electives:**

Students complete the minor degree by taking five designated electives from at least two departments. Although 24 courses were listed as electives in January 2012, the number of regular

offerings each semester averages about 12 per semester. Summer course offerings range from 3 to 4 classes since 2016. The Advisory Board aims to identify and approve more electives, especially upper-division courses. In 2018-2019, the Undergraduate Catalog listed 27 designated courses from 12 disciplines.

#### Elective Course Approval Process:

To get a course approved for ETHS credit, faculty submit a syllabus to the WGES Advisory Board which, upon approval, is reviewed by the CAS Education Policy Committee. It then goes to the Faculty Senate Academic Affairs Committee for final approval before publication in the future catalog. Courses for ETHS must meet content requirements according to the following statement (approved by the WGSAC 11/2019):

- *Approximately 50% of the course focus -- the content, assignments, papers, and class discussion -- is on race and/or ethnicity. This focus can include historical, social, cultural, political, economic and/or psychological factors that influence the life of ethnic minorities within the United States. Ethnic Studies courses can examine the realities of the socially constructed categories of race and ethnicity, including an intersectional analysis regarding race, ethnicity, class, gender, sexual orientation, and/or religion.*

#### Ethnic Studies Elective courses offered each semester

Term	Number of Electives	Online	%Online
2020 S	16	6	38%
2019 F	11	6	54%
2019 U	4	4	100%
2019 S	14	2	14%
2018 F	11	5	45%
2018 U	3	3	100%
2018 S	12	6	50%
2017 F	12	3	25%
2017 U	3	3	100%
2017 S	13	2	15%

Following is a list of approved courses for ETHS from the 2019-2020 Catalog:

#### **Select 15 credit hours from at least two different departments:**

<a href="#">CJUS 380</a>	Minorities and Criminal Justice
<a href="#">ENG 253</a>	Intro to Literature: Non-Western Civilization
<a href="#">ENG 359</a>	Contemporary American Multicultural Lit
<a href="#">ENG 425</a>	Children's Literature
<a href="#">ETHS 370</a>	Research in Ethnic Studies
<a href="#">ETHS 450</a>	Senior Seminar in Comparative Ethnic Studies
<a href="#">FAMS 481</a>	Cross-Cultural Family Patterns
<a href="#">HIST 250</a>	American History

<a href="#"><u>HIST 251</u></a>	American History
<a href="#"><u>HIST 405</u></a>	The Plains Indians
<a href="#"><u>HIST 421</u></a>	Women in America
<a href="#"><u>HIST 429</u></a>	Religion in America
<a href="#"><u>HIST 431</u></a>	Colonial America 1492-1750
<a href="#"><u>HIST 455</u></a>	Comparative Studies in Ethnic Conflict
<a href="#"><u>HIST 485</u></a>	The United States Since 1941
<a href="#"><u>MUS 106</u></a>	Introduction to Jazz and Blues
<a href="#"><u>MUS 107</u></a>	Introduction to Rock and Blues
<a href="#"><u>PE 402</u></a>	Sociology of Sport
<a href="#"><u>PSCI 353</u></a>	Race & Politics
<a href="#"><u>SOC 201</u></a>	Social Inequality
<a href="#"><u>SOC 225</u></a>	Global Cultures and Diversity
<a href="#"><u>SOC 340</u></a>	The Holocaust
<a href="#"><u>SOC 420</u></a>	Race and Minority Relations
<a href="#"><u>SOWK 410</u></a>	Social Policy & Programs
<a href="#"><u>SOWK 420</u></a>	Diversity and Social Justice
<a href="#"><u>SPCH 454</u></a>	Intercultural Communication
<a href="#"><u>WSTD 220</u></a>	Women's & Gender Studies

### **B.5. On-line Courses for ETHS**

Completing the ETHS minor degree online would be possible if the ETHS 101 course can be offered online. The proportion of online classes offered for ETHS credit ranges from 15% to 54% in fall and spring semesters, and has been at 100% over the past three summers. As an example below, WGS offered 8 online classes from 6 departments in 2018-2019:

On-line classes for ETHS credit in 2018-2019 including summer:

WSTD 220	Women & Gender Studies (Van Ingen)
CJUS 380	Minorities & Criminal Justice (Smith)
FSID 481	Cross-Cultural Family Patterns (Assay)
HIST 250	American History to 1865 (Alexander)
HIST 251	American History Since 1865 (Alexander)
HIST 495	ST: Slavery (Volpe)
SOC 420	Race & Minority Relations (Fitzgerald)
SOWK 410	Social Policy & Programs (Van Langingham)

### **C. Proposed New Major in Women's, Gender & Ethnic Studies**

A plan to introduce a new major degree in Women's, Gender & Ethnic Studies has been in progress since first conceived in fall 2012. After addressing many questions about economic need (jobs), student demand, duplication with other NU campuses, and budget concerns, the proposal won approval from respective deans, the senior vice-chancellor, chancellor, NU system-wide reviewers and, finally, the NU Board of Regents (January 25, 2018). Implementation of the new major, however, has been held up by the Coordinating Commission for Post-secondary Education (CCPE), a governor-appointed committee empowered to oversee higher education issues statewide. One of its eleven responsibilities include "Approving or disapproving academic programs based on specific criteria" (see <https://ccpe.nebraska.gov/>). Before putting the new major proposal on their agenda, the CCPE coordinator raised some of the same questions already answered and approved at earlier stages, namely need in Nebraska, student demand, duplication with other campuses (which they note have low graduation rates), and a cost-benefit analysis. A plan is needed to get on the CCPE agenda to address CCPE concerns. Their next meeting is March 12, 2020 in Kearney.

**Timeline creating and approving the new major:** Please see Appendix for a recap of the process to create the new major.

**Justification for New Major:** Please see Appendix for Justification report submitted with the proposed major and approved by the NU Board of Regents.

### **Proposed Bachelor of Arts (approved by NU Board of Regents January 2018)**

General Studies Program: 45 hrs

Foundational Core (Written, Math, Oral, Democracy): 12 hrs

Portal: 3 hrs

Distribution: 27 hrs

Aesthetics minimum, 3 hrs

Humanities minimum, 6 hrs

Social Sciences minimum, 6 hrs

Natural Sciences minimum, 7 hrs

Analytical and Quantitative Thought minimum, 0 hrs

Wellness minimum, 0 hrs

Capstone: 3 hrs

BA Language Requirement: a minimum of 6 hrs

**Major Option: 36 hrs**

Minor or 2<sup>nd</sup> Major: 24 hrs

Minimum total hours required coursework: 111 hrs

Unrestricted electives in 120 hour program: 9 hrs

Minimum total hours required for BA in Women's, Gender & Ethnic Studies: 120 hrs  
(40hrs must be upper-division 300 level or higher)

### **Bachelor of Arts: Major Option (36 hours)**

A. Women's, Gender & Ethnic Studies Core Requirements (18 hours required)

- Take all of the following:

- ETHS 101GS, Introduction to Ethnic Studies - 3 hours
- WSTD 220GS, Women's & Gender Studies - 3 hours
- Take 9 hours total from two different departments:
  - HIST 421, Women in America – 3 hours
  - PSCI 353, Race and Politics – 3 hours
  - PSY 374, Psychology of Gender – 3 hours
  - SOC 369, Sociology of Gender – 3 hours (prereq SOC 100 or 250 or permission)
  - SOC 380, Sociology of Sexuality – 3 hours
  - SOC 420, Race and Minority Relations – 3 hours (prereq SOC 100 or 250 or permission)
- Take 3 hours from:
  - ETHS 370, Research in Ethnic Studies - 3 hours (prereq ETHS 101)
  - WSTD 420, Senior Seminar Women's Studies - 3 hours (prereq WSTD 220)

**B. Electives (18 hours required)**

- Take 18 hours from at least *three* departments. At least 12 hours must be 300-400 level courses. **See electives list.**

**Bachelor of Science (approved by Board of Regents January 2018)**

General Studies Program: 45 hrs

Foundational Core (Written, Math, Oral, Democracy): 12 hrs

Portal: 3 hrs

Distribution: 27 hrs

Aesthetics minimum, 3 hrs

Humanities minimum, 6 hrs

Social Sciences minimum, 6 hrs

Natural Sciences minimum, 7 hrs

Analytical and Quantitative Thought minimum, 0 hrs

Wellness minimum, 0 hrs

Capstone: 3 hrs

BS Science-related course requirements: Analytical/Quantitative Thought: 6 hrs

Take 6 hours from two different departments:

- PSY 250GS, Behavioral Statistics (prereq: PSY 203GS), 3 hrs
- STAT 235GS, Introduction to Statistics for Social Sciences, 3hrs (prereq: either MATH 101 or MATH 102GS or MATH 115 or MATH 123GS OR Math ACT score of 20 or greater)
- STAT 241GS, Elementary Statistics, 3 hrs (prereq: either MATH 101 or MATH 102GS or MATH 115 or MATH 123GS OR Math ACT score of 20 or greater)
- CSIT 108GS, Computers in Society, 3 hrs

**Major Option: 36 hrs** Minor or 2<sup>nd</sup> Major: 24 hrs

Minimum total hours required coursework: 111 hrs

Unrestricted electives in 120 hour program: 9 hrs

Minimum total hours required for BS in Women's, Gender & Ethnic Studies: 120 hrs



(40hrs must be upper-division 300 level or higher)

**Bachelor of Science: Major Option (36 hours)**

A. Women's, Gender & Ethnic Studies Core Requirements (18 hours required)

- Take all of the following:
  - ETHS 101GS, Introduction to Ethnic Studies - 3 hours
  - WSTD 220GS, Women's & Gender Studies - 3 hours
- Take 9 hours total from two different departments:
  - HIST 421, Women in America – 3 hours
  - PSCI 353, Race and Politics – 3 hours
  - PSY 374, Psychology of Gender – 3 hours
  - SOC 369, Sociology of Gender – 3 hours (prereq SOC 100 or 250 or permission)
  - SOC 380, Sociology of Sexuality – 3 hours
  - SOC 420, Race and Minority Relations – 3 hours (prereq SOC 100 or 250 or permission)
- Take 3 hours from:
  - ETHS 370, Research in Ethnic Studies - 3 hours (prereq ETHS 101)
  - WSTD 420, Senior Seminar Women's Studies - 3 hours (prereq WSTD 220)

B. Electives (18 hours required) Take 18 hours from at least *three* departments. At least 12 hours must be 300-400 level courses. ***See electives list.***

**Electives List for Proposed Women's, Gender and Ethnic Studies Major**

Electives (18 hours required)

Take 18 hours from at least three departments. At least 12 hours must be 300-400 level courses.

- CJUS 315, Victimology: Victims of Crime - 3 hours
- CJUS 360, Sex Crimes - 3 hours
- CJUS 370, Women and Crime - 3 hours
- CJUS 380GS, Minorities and Criminal Justice - 3 hours
- CJUS 476, Terrorism and Crisis Negotiations - 3 hours
- CSP 418, Introduction to Counseling and Social Advocacy - 3 hours
- ENG 253, Intro Lit: Non-Western Civilization 3hr
- ENG 254, Special Topics: Queer Literature – 3 hours
- ENG 260, Images of Women in Literature - 3 hours
- ENG 359, Contemporary American Multicultural Literature - 3 hours (Prereq: ENG 234 or department permission)
- ENG 360, American Women Writers - 3 hours (Prereq: ENG 234 or department permission)
- ENG 425, Children's Literature – 3 hours (Prereq: GS Lit)
- ENG 426, Adolescent Literature – 3 hours (Prereq: GS Lit)
- ENG 460, Topics: Women's Literature - 3 hours (Prereq: ENG 234 or department permission)

- FORL 357, Seminar on Women in a Foreign Literature - 3 hours
- FREN 357, Seminar on Women in French/Francophone Literature - 3 hours (Prereq: FREN 201GS)
- FSID 151GS, Human Sexual Behavior - 3 hours
- FSID 465, Advanced Study of Sexual Behaviors - 3 hours
- FSID 481, Cross-Cultural Family Patterns – 3 hours
- GERM 357, Seminar on Women in German Literature - 3 hours (Prereq: GERM 201GS)
- HIST 421, Women in America - 3 hours
- HIST 429, Religion in America – 3 hours
- HIST 431, Colonial America, 1492-1750 – 3 hours
- HIST 485, The United States Since 1941 - 3 hours
- JMC 460, Mass Media & Society – 3 hours
- MUS 106GS, Introduction to Jazz and Blues – 3 hours
- MUS 388, Music, Culture, & Gender – 3 hours
- PE 402, Sociology of Sport – 3 hours
- PSCI 353, Race and Politics – 3 hours
- PSCI 374, Modern Political Thought – 3 hours
- PSCI 378, Feminist Political Thought - 3 hours
- PSY 374, Psychology of Gender - 3 hours
- SOC 201, Social Inequality - 3 hours – lower div
- SOC 225, Global Cultures and Diversity – 3 hours
- SOC 340, The Holocaust – 3 hours
- SOC 369, Sociology of Gender - 3 hours (Prereq: SOC 100GS or SOC 250GS or permission)
- SOC 380, Sociology of Sexuality - 3 hours
- SOC 420, Race and Minority Relations – 3 hours (Prereq: SOC 100GS or SOC 250GS or permission)
- SOC 430, Sociology of Family - 3 hours (Prereq: SOC 100GS or SOC 250GS or permission)
- SOWK 170GS, Introduction to Social Welfare - 3 hours
- SOWK 410, Social Policy & Programs - 3 hours (Prereq: SOWK 170GS)
- SOWK 420, Diversity and Social Justice - 3 hours
- SOWK 470, International Social Work Experience 1-6 hrs (travel)
- SOWK 479, Violence Across the Life Span – 3 hours
- SPAN 357, Seminar on Women in Hispanic Literature - 3 hours (Prereq: SPAN 205GS or equivalent)
- SPCH 454, Intercultural Communication – 3 hours
- WSTD 499, Special Topics in Women's Studies - 3 hours

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### **III. STUDENT PERFORMANCE MEASURES**

#### **A. Assessment:**

Both WGS and ETHS established an annual assessment process that relied on the senior research projects required for each minor. This assessment process was suspended when both minor degrees dropped the research requirements as part of the shift from 24 to 18 credit hours. The new major proposal includes a research requirement which, upon approval, will be used for assessment in the future. In the meantime, in 2018-2019, the WGES Advisory Committee agreed to establish a new assessment process for the two minor degrees. After some discussion, the committee considered a portfolio system for minor degree students but this has not been implemented. Alumni surveys and student exit interviews are a possibility until the new major is either approved.

#### **B. Experiential Learning:**

##### **“No Limits” Student Conference Presentations and other Opportunities:**

Although WGS and ETHS students are no longer required to complete a research project for the minor, they nevertheless engage in experiential learning related to WGES topics through their elective courses. Students regularly present research and creative projects at the annual “No Limits” conferences as well as other regional conferences such as the Midwest Sociology Conference and Phi Alpha Theta History Conference. Students also have opportunities to present at national conferences and publish in UNK’s *Journal for Undergraduate Research*. A research requirement had been required in the old 24-credit hour model of both WGS and ETHS minors. Alumni surveys indicated that students valued this experience. Future plans are to have a research seminar requirement for the new major and therefore reinvigorate the research component for WGES students beyond what they currently do through their elective courses.

Sample list of recent student presentations at No Limits:

##### **2019 at UNL papers**

Katy Anielak (UNK), “Anna May Wong: Racial Discrimination in Early Hollywood”  
Christina Dean (UNK), “In My Backyard: The Human Trafficking Problem in Nebraska”  
Zoe Dabney (UNK), “Overseas Child Abuse Protocol”  
Justine Bauer (UNK), “Finding the Best Way to Civically Engage College Students”  
Nolline Omollo (UNK), “Mentoring for the Underrepresented Minority Students and Faculty in Predominant White Institutions of Higher Learning”  
Kristen Serna (UNK), “#Virginity, What Is It? Understanding the Social Construct of Virginity”  
Maria Diaz (UNK), “Maternal- Child Health: Examination of Doula and Lactation Services”  
Amelia Cooper (UNK), “Babies Raising Babies: The Relationship Between Lived Experiences and Reality Television Representations of Teen Mothers”  
Sarah Laden (UNK), “The Force of Nature that Leads to Transformation, as Seen in *Wild* by Cheryl Strayed”  
Erin Green (UNK), “Mary Wollstonecraft: Combining Feminist Theory with Republican Virtue to Combat Workplace Sexual Harassment”  
Catherine Arias-Barrios (UNK), “Gender Wage Gap”

### **2018 at UNO papers and posters**

Jessica Buss (UNK): “A Journey into the Manosphere”

Sangeeta Boken (UNK): “Traditional versus Modern Marriages: Human and Technology Interventions in India”

Ceci Perales (UNK): “Fronteras de Patria, Fronteras de Género: El Papel de la Mujer en Dos Obras de Teatro Recientes

Megan Kelley (UNK): “The Emotional Frontlines of War: Children at the Forefront”

Audrey Grant (UNK): “Beyond Victimhood: Analyzing Gender and War in Europe”

Kristen Serna (UNK): “The Name of the Women’s Center and Conflicting Views”

Nolline Omollo (UNK): “Gender and College Housing”

### **2017 at UNK papers and posters**

Lesley Towery, “A Demand for Change: Women’s Efforts towards Equality” (UNK; mentor Dr. Maria O’Malley; #6)

April C. White, “Forgiving the Fallen: Progressive Hopes for Nebraska’s Reformatory Solution for Women, 1870s-1930s” (UNK; mentor Dr. Linda Van Ingen; #11)

Caitlin Williams, “CEDAW’s Broad Language Contributes to a Lack of Gender Equality Progress in Canada,” (UNK; mentor Dr. William Aviles; #32B)

Samantha Snogren, “A Woman’s Role: From Past to Present” (UNK; mentor Dr. Maria O’Malley; #29)

Carly Brown, UNK, “Women and Guns: From Repressed Republicanism to Modern Rules” (UNK, mentor Dr. Lorna Bracewell; #4)

Caitlin Williams, “Black Women Fought for Their Rights and Faced Violent Backlash” (UNK; mentor Dr. Linda Van Ingen; #32A)

Faviola Seiler, “Latinas at Work and at Home: The Impact of Mexican-American Women on American History” (UNK; mentor Dr. Linda Van Ingen; #15)

Mackenzie Brand, Jessica Braun, Kai Furusawa, Seth Soderlunch, and Nicole Williamson, “Clearly Clery Crimes: Examination of Campus Crime Reports Related to Title IX” (UNK; mentors Dr. Toni Hill and Sgt. Ricci Fast; #34)

Julie Bruns, “Baby Talk: Mothers and Infant Communication” (UNK; mentor Dr. Toni Hill; #23)

Gabriel Crocker, Cohl Gottschalk, Austin Helmer, and Julia Smiley, “Technologically Title IX: University Use of Technology to Enhance Campus Safety (group 2)” (UNK; mentors Dr. Toni Hill and Sgt. Ricci Fast; #34)

Preston Hall, Madison Kuxhausen, Dayton Sealey, and Nicole Spykstra, “Technologically Title IX: University Use of Technology to Enhance Campus Safety (group 1)” (UNK; mentor Toni Hill and Sgt. Ricci Fast; #34)

Breanna Hiner, “Sexual Assault on Single-Sex Campuses” (UNK; mentor Dr. Toni Hill; #16)

Lyndsey Maciejewski, Wuilian Martinez, and Ashlynn Marx, “Title IX Campus Resources: Review of Campus Resources Related to Student Safety” (UNK; mentor Toni Hill; # and Sgt. Ricci Fast, #34)

Anna Wagemann, “Gender and the Norton Anthology” (UNK; mentor Dr. Beissel-Heath; #42)

Caitlin Williams, “Doing Masculinity in College: An Examination of Gender, Alcohol Consumption, Academic Attainment and Sexual Assault” (UNK; mentor Dr. Sandra Loughrin; #32C)

### **C. Alumni Achievements:**

An alumni survey was issued in 2010 with eleven respondents. A new survey will be distributed in May 2020 for the next Assessment cycle 2019-2020. Alumni in the 2010 survey responded very favorably regarding the impact of the minor on their lives after graduation. As noted below, when asked about their jobs after graduation, they felt WGS helped them in job interviews and in their careers:

***Q: Do you believe Women's Studies played a part in the job you obtained? If so, what? (11 responses)***

- 1) Women's Studies played a part in the assistantship I received because the program gave me ample opportunity to conduct research and present at conferences which helped distinguish me from other applicants.
- 2) I believe Women's Studies enabled me to pursue advanced degrees by challenging my world views and helping me develop the means to express these views through written and oral communication.
- 3) Yes! I worked for Nebraska AIDS project during my year as volunteer. You can only imagine how my degree helped me negotiate a very different culture of people---- as well as helped me keep my mind open and nonjudgmental.
- 4) Certainly my WS minor played a role in getting my Masters in Sociology and a Graduate Certificate in Women's Studies, as well as my current pursuit of a PhD in Sociology with focused research in the areas of gender and sexualities. In particular, the WS senior project was useful; the data from that project became my Masters thesis.
- 5) Yes. Women's Studies broadened my research perspective.
- 6) Maybe. I referenced my education several times in my interview, application, and resume.
- 7) Yes, My Women's Studies background helped me feel comfortable exploring a new culture and communicating with people who have lives very different from my own. As a teacher, these characteristics were essential to my success.
- 8) Yes in the sense that I have the confidence to seek a position outside my comfort zone. This job has very little to do with women's issues, but it has allowed me to further pursue my interests by providing a paycheck and a discount in tuition to go on to a doctoral program.
- 9) Yes, I think that my minor set me apart from other candidates who applied for my job by giving me unique perspectives and opportunities to experience the world that would have otherwise not been possible. I think that it has also positively impacted my success in working with adolescent girls and my communications with my colleagues.

- 10) I believe that my education helped in some day-to-day functions of the office—like working in an office full of power seeking women. However, I'm not sure it played a part in obtaining the position.
- 11) I LOVE my Women's Studies education and teachers and fellow students. I learned more about every part of life and people while studying about gender, historically, internationally and as part of life's issues/challenges. I view everything through the lens given me through these studies. I am a better friend, teacher, member of society! I would love to be part of the information gathering of some studies. One becomes sensitive and aware while seeking and acquiring information through the processes taught by my instructors at UNK. I've already encouraged my granddaughter to participate in Gender/Women's Studies at her Colorado College, and my students will be encouraged and mentored by the "more educated" ME! Thank you UNK professors!!!

***Q: In what ways did your Women's Studies minor prepare you for what you are doing now? (11 responses)***

- 1) Women's Studies prepared me by helping understand and participate in the research process which is vital to my continued graduate education.
- 2) WS provided a more in-depth understanding of social and legal concerns for women, children and minorities.
- 3) I am working for a nonprofit member organization. I feel that many nonprofits have solid foundations on social inequality and social injustice. Having the historical context as well the skills to look at the current political and social movements has helped me tremendously. I also feel that I have clear, concise, professional writing abilities.
- 4) See my earlier answer with regard to the WS senior project. That the project could also be a part of the senior project in my major discipline was important.
- 5) It broadened my research perspective.
- 6) It taught me to challenge the patriarchal views that are ingrained in our day to day activities and beliefs. It also taught me to be open-minded and try to see things from the point of view of other people.
- 7) As I apply to graduate programs in various disciplines, I am able to draw upon the paradigms I learned in Women's studies. Through WS, I developed a keen insight into the social and political world that makes my applications stand out.
- 8) I am an active advocate of reproductive rights, right to choose for birth places and providers, and Domestic Violence Survivors. My WS minor encouraged my women's rights interests and provided guidelines for appropriate and effective campaign measures. It also initiated my wide-reaching network of women's rights activists that continues to grow as a result.

- 9) My minor in Women's Studies has proved to be a great advantage in my profession. As an educator I work with adolescent girls on a daily basis. Because of the skills and knowledge that I gained through my minor, I feel that I am able to better identify their cultural issues, personal struggles and life needs. My minor also improved my communication skills, writing abilities, and organizational processes, which has been of great benefit to my career.
- 10) It helped me learn about women in the corporate arena, and understand why they act and behave as they do.
- 11) As a member of society who works with children and adults in a musical pedagogical setting, I influence and shape others on many levels. Knowledge of cultures, religious, psychological and non-western literatures, views from both Historical and historical perspectives influence the ways I now formulate my opinions and beliefs. Before my education at UNK I had a very narrow source of information with which to form my views and beliefs. Now my heart and my mind are in sync, and I am confident that I am well-informed and will not teach from a bias or narrow, uninformed perspective.

***Q: What job did you receive after graduating from UNK? (11 responses)***

- 1) I continued to pursue graduate-level education after UNK, but I received an assistantship while working on my MA and Ph.D.
- 2) I am pursuing a MSW and JD from Case Western Reserve University.
- 3) I went to the AmeriCorp program. Then I worked for the Omaha Community Foundation.
- 4) PhD student with full funding as a graduate assistant
- 5) A training coordinator/program aide at SENCA (a community action agency)
- 6) Head Start
- 7) Volunteer English Teacher: Cambodia
- 8) Senior Secretary, State Office of Small Business Development Centers.
- 9) teaching at a local high school
- 10) Non-profit organization
- 11) I have a music studio in my home, where I teach vocal and piano students of all ages

#### **IV. INSTITUTIONAL CONTRIBUTIONS**

While the WGES Program contributes to General Studies requirements with its ETHS 101 and WSTD 220 courses (See Section II), it also has a strong record of co-curricular programming with intercampus, campus and community institutions. Of particular note is the successful collaboration with the WGES directors at the Lincoln and Omaha campuses of the University of Nebraska through the annual No Limits Student Research Conference. WGES also sponsors events on campus through its faculty leadership and student organization (Triota) and Ethnic Studies program. Of recent note is the “Pearl of a Program” event celebrating the 30<sup>th</sup> Anniversary of women’s studies at UNK (October 2019) and the LGBTQ+ Symposium which included a keynote by Heath Fogg Davis, a student research session, and counseling workshops that offered CEU credits to counseling professionals in the community (April 2019). WGES also works with the Women’s Center, Office of Diversity & Inclusion (ODI), UNK@TheWorld, and other campus departments and community organizations.

##### **A. “No Limits” Student Research Conference:**

The WGS Program collaborates with the University of Nebraska campuses in Lincoln and Omaha to host, on a rotating basis, an annual regional conference for undergraduate and graduate student research. This working relationship has been in place since 2001. Approximately 50-60 students present papers from all three campuses as well as Hastings College, Nebraska Wesleyan, Creighton, and area colleges in the region including Colorado, Iowa, Kansas, Oklahoma, and South Dakota. The conference is financed by funds from the WGES operating budget with additional support requested from co-sponsoring departments at UNK and the university’s Faculty Senate Artist & Lecturers Grant. In 2014 UNK reorganized the conference from a two-day event to a one-day conference, a shift that has increased attendance and affordability. UNO and UNL also adopted the change. The conference features a keynote speaker, student panel sessions throughout the day (moderated by faculty), a poster session, and a complimentary buffet lunch for participants.

##### **“No Limits” Conference Keynote Speakers/Themes:**

2020	UNK	Activism in a Red State: Dr. Lindsey Churchill (University of Central Oklahoma)
2019	UNL	Being the Future, Riding the Next Feminist Wave: Shireen Ghorbani (2018 Candidate for Congress, Utah 2 <sup>nd</sup> Congressional Dist)
2018	UNO	Gender & Activism in These Times: Dr. Beverly Guy-Sheftall (Spelman College)
2017	UNK	The Politics of Hate: From the Mainstream to the Far Right: Dr. Abby Ferber (University of Colorado-Colorado Springs)
2016	UNL	Sexuality & Gender in the Digital Age: Dr. Meenakshi Gigi Durham (University of Iowa)
2015	UNO	Talking Leadership: Conversations with Powerful Women: Dr. Mary S. Hartman (Rutgers University)
2014	UNK	Intersectionality, Integrity & Coalitional Becomings: Dr. Shireen Roshanravan (Kansas State University)
2013	UNL	Science & Gender Matters: Dr. Janet Kourany (Notre Dame)



2012	UNO	Beyond Violence: Dare to Speak: Dr. Michael Kimmel (Stony Brook University, New York)
2011	UNK	Eco-Feminism & Artful Healing
2010	UNL	Global Issues, Local Voices
2009	UNO	Feminisms, Environments, and New Media
2008	UNK	Transnational Feminism
2007	UNL	The Personal, Political and Patriotic
2006	UNO	Riding the Waves: Feminism Across Generations, Differences & Communities
2005	UNK	Erasing Borders: Women's Studies in the New Millennium
2004	UNL	Imagining Change: Women as Agents of Social Justice
2003	UNO	Geographies of Women & Gender, Intimate and Vast
2002	UNK	"I am that I am": Women Challenging 21 <sup>st</sup> Century Boundaries
2001	UNL	Can We Dismiss Identity?
2000	UNK*	Women and Popular Culture
1999	UNK*	Women and Work
1997	UNK*	Families-Past, Present, & Future: Social Constructions of Female Identity

\*Local conferences; UNK joined the regional "No Limits" conference triennial rotation with UNO & UNL in 2001.

### **B. WGES Events with Triota, Ethnic Studies and Faculty Leadership:**

In spring 2004, WGS students founded the Phi Chapter of Iota-Iota-Iota (Triota), a student organization that encourages and supports scholarship, empowers students, and promotes awareness of gender-related issues on the campus and in the community. This society is affiliated with a national network of WGS student clubs coordinated by Metro State College in Denver, Colorado. Metro State started the first group, the Alpha Chapter, in 1992, and as the national coordinator they issue chapter information for a constitution and assign the Greek chapter letter. The UNK Phi chapter adopted a constitution in spring 2004 and amended it in spring 2010 to clarify officer responsibilities and the election process. It also opened its membership to any UNK student who has a strong interest in WGS and has completed at least 3 hours of WGS courses. There is no membership fee.

In January 2018, Triota established a social media presence on Facebook. In collaboration with the WGES program, it set up the FB group with the following mission statement:

*"Triota is dedicated to encouraging and supporting scholarship in Women's, Gender, & Ethnic Studies and to empowering students of any sex, gender, race, orientation, status, and ability. It promotes awareness of gender, ethnic, and racial issues on campus and in the community while also fostering activism and advocacy."*

Triota activities vary from year to year. Before the Women's Center was established, Triota students led educational outreach efforts on issues such as safe sex, healthy relationships, and sexual assault awareness. Thereafter, however, their focus shifted and merged with other student organizations, most notably the Queer/Straight Alliance and Sociology Club. Student participation and leadership has merged with these other student groups. This collaboration has posed a membership challenge to Triota as students focus more on their other club participation. In refocusing Triota's purpose, in 2018 Triota student president Tiffany Weekley (also QSA

president) suggested Triota focus on research and scholarship seminars. Triota subsequently participated in and organized several Brown Bag events with faculty and guest speakers.

The WGS and Ethnic Studies merger, moreover, broadened Triota's programming to include issues related to race and ethnicity. Several collaborations with the Graduate Assistant for the Ethnic Studies class (ETHS 101) led to joint efforts by Triota and Ethnic Studies.

While Triota continues to exist, its functionality seems to be in name only as WGES students are involved in leadership roles in other organizations. It needs to be revitalized as a student-led honor society and its constitution amended to more clearly include race and ethnicity. Currently the WGES Director serves as faculty advisory and shares this responsibility with the faculty advisor for Sociology Club. See Appendix for Triota Constitution.

#### Sample of Recent WGES Events with Triota, Ethnic Studies and Faculty Leadership

2019-2020	"Pearl of a Program" 30 <sup>th</sup> Anniversary of Women's Studies at UNK	Supported by NH Grant, and UNK's CAS, Division of Student Affairs, Sponsored Programs, and Departments of English, History, Political Science, Sociology, WGES.
2018-2019	"LGBTQ+ Sylmposium	Supported by grants and support from UNK's Office of Diversity & Inclusions, Sponsored Programs, Departments of Counseling & School Psychology, Family Studies, Sociology, WGES.
2018-2019	"Send a Girl To School"	Fundraiser table in NSU atrium to raise money to support the education through the Heiffer Project.
2018-2019	Brown Bag Discussion with Dr. Michelle Warren, UNK Assoc. Professor of Modern Languages.	Dr. Warren discussed her research on Chicana playwright who wrote "Drunk Girl" and the screenplay for the film "Real Women Have Curves." Took place over lunch in ODI office.
2018-2019	Brown Bag Discussion with UNK@TheWorld special guest Dr. Moisés Park (Baylor University)	Dr. Park specializes in portrayal of Asians in Latin American film and spoke to this, as well as sharing some of his poetry and personal experiences. Took place over lunch in ODI office.
2018-2019	Brown Bag Discussion with keynote for CJ conference, Dr. Susan Dewey (Associate Director of the School of Culture, Gender & Social Justice at the University of Wyoming and an unpaid staff	Dr. Dewey is the author or lead editor of 11 books and over 80 papers and government reports on the intersections between poverty, violence, and women's criminal justice system involvement. After eight years of research and service at a Denver women's transitional housing facility, she co-founded the national award-winning college-in-prison program Wyoming Pathways from Prison, where she assists

	member at the Wyoming Department of Corrections)	with correctional education initiatives. Took place over lunch in ODI office.
2017-2018	With Ethnic Studies: Film Nights for Black History Month: <i>Hidden Figures</i> and <i>Marshall</i>	Co-sponsored with Sociology
2017-2018	With Ethnic Studies: Film night – “La Jaula de Oro (The Golden Dream);” organized by WGES Graduate Assistant.	Co-sponsored by the Hispanic Student Association, History Phi Alpha Theta, International Studies, Locke & Key, Modern Languages, Sociology Club, WGE, and Triota. WGES GA organized the event and made postcards and a poster available for signatures of support which she later delivered to US Senator Fisher’s office in Kearney. Dr. Aviles and Dr. Van Ingen were on hand following the film to answer questions and lead discussion.
2017-2018	With Ethnic Studies: Film night – “Get Out,” organized by WGES Graduate Assistant.	Co-sponsored with Locke & Key, Triota, Soc Club, OMA. Included a faculty-led talkback making connections to the politics of race such as the protests by NFL players.
2017-2018	MLK Jr. Candlelight Vigil and Keynote Speaker, Dr. Elwood Watson (East Tennessee State Univ.)	Co-Sponsored event with OMA
2017-2018	“Politics & Pizza Nights”	Monthly evening discussion led by WGES Graduate Student; focused on a political topic of the month such as DACA and #metoo campaign.
2016-2017	“From ‘Silent Spring’ to Earth Day and Beyond: A Roundtable Discussion and Documentary	Co-sponsored with History’s Phi Alpha Theta, Science Sigma Xi and WGS’s Triota. Faculty panel of Linda Van Ingen, David Vail, Allen Thomas.

### **C. Women’s Center and Student Internships:**

In 2006, the WGS Program directors, Advisory Council and students worked with administration to establish a women’s resource center. WGS faculty had often served as an informal resource base for college women struggling with issues such as eating disorders, date rape, stalking, domestic violence and other aspects of sexual harassments and assault. Faculty had long pressed administration for a professional resource and counseling center to help address these issues. In 2005, momentum for a Women’s Center grew urgent when a campus-wide alert warned of several assaults that occurred near campus. Faculty and students felt the need for a more informed and timely response to the situation. With Chancellor Kristensen’s support, the Women’s Center was founded and housed with UNK Counseling and Health Care (now Student Health and Counseling). The Center has office space in next door to the Counseling office in the Memorial Student Affairs Building (MSAB 158). The Women’s Center is extremely valuable in

providing students with needed services, a space to meet about such issues, and a place for faculty to direct students who come to them with particular needs. In this way the Women's Center provides valuable support to WGES faculty, creates a positive climate for faculty women, and provides important health and safety education for students. It also won a major Department of Justice grant for rural outreach and education, financial support which significantly helped the Center develop campus and community programming. The current director for Student Health and Counseling, Wendy Schardt, also directs the Women's Center. Kiphany Hoff served as the Assistant Director and ran the Women's Center programs until 2019-2020 when she moved to full-time counseling. Beginning 2019-2020, the Women's Center hired Erica Con to coordinate Women's Center activities. Con's work includes serving on the Women's, Gender & Ethnic Studies Advisory Council, developing campus programming, and supervising student internships. WGES students rely on the Center's resources, help staff the Center as interns, and participate in co-curricular outreach programs in nationally designated months such as Sexual Assault Awareness (September), Domestic Violence Awareness (October), and Eating Disorder Awareness (February).

Student internships have been a regular feature of the Women's Center in collaboration with the WGES program. Both the WGES director and the WCTR director/coordinator are involved in the internship. Once a student has successfully applied for the position, they enroll in WSTD 499 Independent Study for 3 credit hours. They work directly with the Women's Center on educational outreach programs and other responsibilities as agreed upon in advance. While the Women's Center completes the supervisory role including logging student work hours, the WGES director completes the internship by requiring the student to write a reflection paper that connects their experience to conclusions drawn from academic research published in journal articles. In collaboration with the Women's Center, the WGES director submits the grade for the WSTD 499 enrollment.

#### Sample of Women's Center Events:

2018-2019	<p>Completing last of 3-year grant that supported campus programming on gender violence and sexual assault awareness.</p> <p>Film Screening, <i>Matangi/Maya/M.I.A</i> (co-sponsored by WGES).</p> <p>Men's Project – successful with 70 nominations; program runs January to April</p> <p>“Stalking: Know it Name it Stop it” SPARC panel discussion</p>
2017-2018	<p>Sexual Assault Awareness Edutainment Program with Magician &amp; Hypnosis;</p> <p>Dating Violence Awareness;</p> <p>Stalking Awareness Month panel discussion with UNK police, Victim</p> <p>Witness/Assistance, SAFE Center;</p> <p>Human Trafficking event in February</p>

2016-2017	<p>Stalking Awareness Program</p> <p>Sexual Health, “Sex in the Dark” Q&amp;A Forum</p> <p>The “Men’s Project” launched; film “The Mask You Live In” screened on campus</p> <p>“Know No” Consent Awareness activity and social media campaign</p> <p>Sexual Assault Support Group</p> <p>Awarded “Effective Education on Campus” grant</p>
2015-2016	<p>Healthy Relationships outreach</p> <p>Domestic Violence Clothesline Project</p> <p>Stalking Awareness event “Hunting Grounds” film with producers on campus</p>
2014-2015	<p>“Shatter the Silence” -- Event in support of Take Back the Night</p> <p>Women’s Symposium: Collaboration with Greek Panhellenic Council</p> <p>“Behind the Mask:” Body Image Project &amp; Eating Disorders Awareness Panel</p> <p>Healthy Relationships Presentations in Residence Halls: Topics included “Hook-up Culture;” “The New Science of Adult Attachment;” “Love is Consent”</p> <p>Denim Day and “Can I Kiss You” edutainment – for April Sexual Assault Awareness Month</p> <p>“Obsessed” Stalking Awareness movie night and discussion panel</p>

#### **D. Office of Diversity & Inclusion (ODI; formerly Office of Multicultural Affairs OMA)**

ODI plays a central role in WGES programming and student engagement. Under the Division of Student Affairs with a large office in the student union, ODI is described as “a place where students from diverse backgrounds can come together to plan events and raise cultural awareness” at UNK. The ODI space has a study area, computer bar and printer, lounge, and student office, designed to “give all students a place to meet, study, relax, and plan events.” The student organizations sponsored by ODI include the Black Student Association (BSA), DANZA (intercultural dance), Define American (focuses on changing the narrative about immigrants through intersectionality and storytelling), Hispanic Student Association, Prism (formerly Queer/Straight Alliance QSA), Sister-to-Sister, and the Social Justice League. An ODI staff representative serves on the WGES Advisory Board and connects WGES faculty to ODI programming. WGES faculty and students participate in various ways, including serving as guest speakers and getting the word out about events. WGES occasionally co-sponsors student organizational events, such as allocating funds for the Queer Prom in 2018. WGES students are very active in ODI student organizations.

Sample of ODI/OMA Events:

2019-2020	<p>QSA renamed “Prism”</p> <p>ODI &amp; BSA for Black History Month: special events</p>
2018-2019	<p>QSA events include conference participation (travel to Wichita KS); Queer Prom and Amateur Drag Show. Also supporting LGBTQ+ Symposium</p> <p>ODI supporting creation of new student group, “Define American”</p> <p>MLK Day celebration, Theo E.J. Wilson, “In the Shadow of King: 50 Years of Race in America,” sponsored by OMA, BSA.</p> <p>BSA won “Diversity Award” at the Applauding Excellence Awards Night sponsored by Student Affairs (April)</p> <p>Black History Month (February): From BSA President Samiya Alexander:  Feb 13 - Open Mic Night in OMA - Theme: Love at 7:00 pm  Feb 20 - Privilege Versus Opportunity Chat - meet in OMA at 6:00 pm  Feb 27 - Black History Month Finale - Music and Staff Recognition Night</p> <p>BSA Open Mic Night with Van Ingen as introductory speaker (Nov.)</p>
2017-2018	<p>Screening and discussion of film “Forbidden: Undocumented &amp; Queer in Rural America; Moises Serrano, who is featured in the film, visited campus and led a discussion/talk back after the film.</p> <p>QSA sponsored an “Ally Chat” on how to be a better ally to LGBTQ+ students on campus.</p> <p>QSA sponsored a Transgender panel in recognition of Trans Pride/Visibility Day on March 31</p> <p>QSA organized a Queer Prom for LGBTQ+ individuals on campus, in high school and community (co-sponsored by WGES)</p> <p>“Bias Training” for faculty and students – sponsored by NU President system-wide</p> <p>Hispanic Student Association (HSA) celebrates its 20<sup>th</sup> Anniversary on Friday, Oct 20 at 5pm (Ponderosa)</p> <p>MLK Day celebration</p> <p>BSA won “New Student Organization of the Year” Award” at the Applauding Excellence Awards Night sponsored by Student Affairs (April)</p>

	<p>Sister-to-Sister's events for Breast Cancer Awareness Month include the "Big Pink VB Tournament" and a Breast Cancer Survivor speaker.</p> <p>Amateur Drag Show</p>
2016-2017	<p>OMA week includes Diversity Training on November 9, as well as events such as a cultural carnival and ice skating.</p> <p>Sister-to-Sister: Pink Volleyball Tournament on Oct 20</p> <p>Amateur drag show on October 6.</p> <p>QSA sponsor poet/activist Katie Wirsing, "Gender, Love, Sexuality, Spirituality"</p> <p>MLK Day, Stancia Jenkins (Asst. VP for Diversity, Access &amp; Inclusion for NU System), "MLK: The Life, The Legacy"</p>
2015-2016	<p>QSA holding "Trans 101" event and SafeZone Training</p> <p>QSA sponsoring Drag Show</p>
2014-2015	<p>QSA sponsoring Drag Show</p>

### **E. UNK@TheWorld**

WGES has become a regular co-sponsor of an annual film series, UNK@TheWorld, organized by Dr. Michelle Warren (Modern Languages) and supported by a Nebraska Humanities Grant. Each year the foreign film series focuses on a particular theme related to WGES and includes talk-back sessions with guest speakers. Films are shown downtown Kearney at the World Theater. WGES supports the program with some matching funds for the grant application, faculty for talk-backs, and publicity to students. In 2017, the Ethnic Studies class (ETHS 101) met at the theater for *Ixcanul*, a Guatemalan film about rural to urban migration in that country. WGES collaboration with UNK@TheWorld provides a very effective way to broaden students' engagement with global diversity.

### The World Theater with professional talk backs

2020	<i>Divine Order</i> (Switzerland, 2017) Talk-back by Dr. Linda Van Ingen  <i>Inch'Allah dimanche</i> (France, 2001)  <i>El Silencio de Otros/The Silence of Others</i> (Spain, 2018)	Theme: Women in Politics and Activism: Celebrating 100 Years of Ratification of the 19 <sup>th</sup> Amendment
2019	<i>Il a déjà tes yeux</i> (France, 2018)  <i>Kiltro</i> (Chile, 2007)  <i>Roma</i> (México, 2018)	Theme: Race/Erase/Embrace
2018	<i>The Crying Game</i> (Ireland/US, 1992)  <i>Sami Blood</i> (Sweden, 2016)  <i>Una mujer fantástica</i> (Chile, 2017)	Theme: Gender Fluidity
2017	<i>Chloe &amp; Theo</i> (US, themes of Inuit indiginism, 2015)  <i>Ixcánul</i> (Guatemala, 2015)  <i>The Whistle Blower</i> (Yugoslavia, 2010)	
2016	<i>The Other Side</i> (2007, Mexico)  <i>Welcome</i> (2009, France)  <i>The Kite Runner</i> (2007, USA w. Themes of Afghanistan)	

### **F. Collaborations with other UNK institutions and Kearney Community**

The WGES program works with a variety of community groups and campus institutions and is often called upon to send a speaker, co-sponsor with a financial contribution or as a collaborator on a grant proposal, and to help publicize an event to students.

#### Sample of other collaborations

2019-2020	With Kearney Action Network (KAN) for 30 <sup>th</sup> Anniversary “Pearl of a Program” panel discussions and attendance on women’s studies/women’s activism events and panels.
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	<p>With Buffalo County Youth Advisory Board: Talk-Back Panel following screening of “<i>Hidden Figures</i>” at The World Theater. WGES had two faculty on discussion panel following screening of film.</p> <p>With Division of Student Life: “The Defamation Experience” – the play, the deliberation, the discussion. WGES introduced the show.</p>
2018-2019	With Counseling & School Psychology and professional counseling community: offered CEU credits for participation in clinical track at LGBTQ+ Symposium
2017-2018	With Kent Estes Memorial Justice for all Annual Conference: “Ethics & Legal Issues in the Helping fields”
2//016-2017	<p>With Museum of Nebraska Art (MONA): “Mujeres” exhibit with poet Lenora Castillo, “La Nebraska” Poetry from the Plains. Collaborated on grant and helped publicize event.</p> <p>With International Studies: “Building Bridges Between Religious Communities: Muslim Women and Interfaith Dialogue,” with Dr. S. Ayse Kadavific-Orellana (Asst. Prfoessor of Practice at Georgetown University’s MA Program in Conflict Resolution)</p> <p>With International Studies: Brown Bag discussion with visiting scholar John Buchanan, “The Politics of Pride Parades Around the World”</p>
2015-2016	<p>With Kearney Public Library: Pamela Hill Smith, author of biography of Laura Ingalls Wilder “Pioneer Girl”</p> <p>With International Studies: Jill Irvine, “Exporting the Culture Wars: Global Organizing &amp; Gender Equality”</p>

## **V. STUDENT PROFILE & SUPPORT DATA**

This section focuses on Program-level data (number of students enrolled as minors, number of degrees awarded), recruitment efforts, advising, and student scholarships.

### **A. Student Data for Women's, Gender & Ethnic Studies**

#### **Women's & Gender Studies Minors:**

Enrollees: The WGS Program has grown since 1995 when there were only 4 students enrolled in the minor degree. This number more than doubled to an average of 10 students from Fall 1999 to Fall 2003. Currently, since 2010, there are an average of 18 minor degree students per year. Since fall 2016, moreover, the number of minors has increased to an average of 26 students per year, an increase due to the new online offering of the minor degree.

Degrees Awarded: The number of WGS minor degrees awarded has also increased, up 50% from a total of 14 degrees for the five-year period fall 1999 to spring 2004 to 21 degrees from fall 2004 to spring 2009. Forty-one degrees have been awarded since 2010, averaging 5 degrees per year. The high was 13 degrees awarded in 2016-2017, partly due to the first year offering an online degree.

#### **Ethnic Studies Minors:**

Enrollees: Currently there are 8 Ethnic Studies minors, double the number since 2010.

Degrees Awarded: Only two degrees had been awarded since 2010. However, that number has increased, with xx Ethnic Studies degrees awarded in xx alone.

#### *Enrollees*

Academic Year	WGS minors	ETHS minors	Total Students
Fall 2018	28	8	36
Fall 2017	27	5	32
Fall 2016	23	3	26
Fall 2015	16	3	19
Fall 2014	16	3	19
Fall 2013	13	3	16
Fall 2012	16	4	20
Fall 2011	13	3	16
Fall 2010	13	4	17
Averages	165 ttl 18/yr	36 ttl 4/yr	201 ttl 22/yr

Average number of WGS students F1995-F2009 = 12/academic year

Average number of ETHS students F2006-F2009 = 4/academic year

*Data from UNK Factbook*

#### *Minor Degrees Awarded*

Academic Year	WGS degrees	ETHS degrees	Total degrees
---------------	-------------	--------------	---------------

2018-19	6	1	7
2017-18	13	0	13
2016-17	4	1	5
2015-16	1		1
2014-15	4		4
2013-14	3		3
2012-13	5		5
2011-12	3		3
2010-11	2		2
Totals	41	2	43
Average	5/yr		5/yr

Average number of WGS students 1995-2010 = 3/academic year

Average number of ETHS degrees awarded 2006-2010 = 1/academic year

*Data from UNK Factbook*

### **B. Recruitment Efforts:**

Recruitment efforts have relied on a print, online, and social media presence. Publications include a widely distributed bookmark or printout that list courses offered each semester. WGES also has a combined WGS and ETHS web page that posts the list of courses offered through a link on its homepage. A Facebook presence with the group name “Triota UNK: Women’s, Gender, & Ethnic Studies” was established in January 2018. Keeping WGES material current has been a challenge. Some decisions to update brochures have been postponed in anticipation of the new major, for example, and a lack of direct access to the web page also hinders regular online maintenance.

Recruitment efforts also rely on WGES affiliated faculty. Those who teach for the WGES program or are active on the Advisory Council regularly advise and encourage students to add the minor. E-campus has also been a good source of support, including the WGES minor in their materials and outreach. Faculty also participate in UNK promotional events with visiting high schoolers, including majors fairs at Loper Preview Days and ODI’s Nebraska Cultural Unity Conference. These direct interactions between faculty and students plays an important part in recruitment efforts.

### **C. Advising:**

The WGS Director is the advisor for all WGS minor degree students. She is not their primary advisor, however, as that responsibility lies with the students’ major departments.

Advising challenges:

- Many students do not appear in the Director’s on-line list of advisees unless they actively name the director as an advisor. The Director therefore has to cross-reference the list of declared minors from the Registrar’s office (available on myBlue for directors) with her list of advisees, and reach out to the advising office and/or the student to be added as an advisor. She does this regularly, several times a semester to keep her records updated.

- Minor-degree advising is not required and students get registration approval from their major-degree advisors without consulting the WGES advisor;
- Most of the director's advising time goes to addressing the 8 credit-hour limit of double counting courses with a major and minor, as this rule is not automatically implemented by Degree Audit and has to be manually checked. This 8-hour limitation complicates the advising process and undermines students' ability to add the minor or double minor.
- The registrar's office often catches these issues of double-counting courses with the senior check process, adding to their work load as they sort it out with the director.

#### Advising successes:

- Two changes to the minor degrees have simplified advising: 1) the shift to an 18 credit hour minor with only one requirement (for both WGS and ETHS) and 2) the elimination of the senior research project which previously required an independent study arrangement, usually with the director.
- The simplified requirements have made it easier for a student's major advisor to also advise on the minor degree. This is especially workable for on-line students who work with the online coordinators of their majors.

#### **D. Scholarships:**

Student scholarship is awarded in two ways: annual scholarships for Women's & Gender Studies students and a CAS honors convocation for an outstanding graduating senior.

##### *Associated Women Students Endowed Fund*

The University of Nebraska Foundation manages an endowed scholarship fund, the "Associated Women Students Endowed Fund" for WGS students. According to Jon Abegglen of the UNK Foundation, this fund was established by the Kearney State Faculty Women's Club to be awarded to a junior or senior student who is a WS minor (and in May 2010, the terms were amended to WGS student). In Spring 2010, the fund consisted of approximately \$5,500 with an annual scholarship of about \$300. In February 2010 the WGSAC established award guidelines (based on a student's GPA and her/his contribution to Iota-Iota-Iota and to women's issues in the larger Kearney community) and set up a Scholarship Subcommittee to make annual awards.

##### *UNK Women's Studies Scholarship:*

The NU Foundation also manages a UNK Women's Studies Scholarship which was an expendable (not endowed) fund of about \$1,000. It was set up in June 2009 by an unknown donor. Because it was set up separately from the endowed fund, it cannot be rolled over into that fund to increase the endowment; it is a one-time scholarship award. The WGES Advisory Board agreed to award the fund in small increments to match the endowed fund award for a total recipient award of \$500.

The Advisory Council agreed to launch a scholarship fundraising campaign to double the amount of the endowed fund so that it generates a \$500 award each year.

### Endowed Fund Scholarship

#### Associated Women Students Endowed Fund #01061420

Scholarship Year	Recipient		GPA/Major	Amount
2019-2020	Kathy Ann Pearson	Sr.	Psychology	\$249
2018-2019	Kaitlin Schneider	Sr.	English	\$249
2017-2018	Tiffany Weekley	Sr.	Sociology	\$248
2016-2017	Autumn Langemeier	Sr.	History-Psych/3.87	\$250
2015-2016	Tiffany Weekley	Jr.	Sociology/2.60	\$249
2014-2015	Jaci Ballou		Family Studies	\$255
2013-2014	Rachel Wemhoff		Biology	\$277 (sp 2014)
2012-2013	Sara Kollars		3.32	\$288 (\$144 F & Sp)
2011-2012	Rebeca Acosta			\$289
2010-2011	Heather Towndrow			\$306
2009-2010	Rachael Broadwell			\$319
2008-2009	Rachael Broadwell			\$160
	Amber Lewis			\$160
2007-2008	Rachael Broadwell			\$179
	Jenny Northrup			\$179
2006-2007	Kelly Brown			\$100
	Carli Oberg			\$100
	Tessa Gifford			\$75
	Alexis Walker			\$75
	Heidi LeClair			\$38

### UNK Women's Studies Scholarship

Scholarship Year	Recipient		GPA/Major	Amount
2019-2020	Kathy Ann Pearson	Jr.	Psychology	\$251
2018-2019	Kaitlin Schneider	Sr.	English	\$251
2017-2018	Tiffany Weekley	Sr.	Sociology	\$250
2016-2017	Tiffany Weekley	Jr.	Sociology/3.21	\$250
2009-2016	\$1000 fund -not awarded until 2016		One-time fund established 2009	No awards

### CAS Honors Convocation/Outstanding Senior Reception:

In April 2004, the CNSS Honors Convocation Committee approved criteria for honoring WGS minor degree students at the college's Honors Convocation usually held the evening before graduation ceremonies. These students qualify if awarded Greek Letter Honors upon graduation. In 2016, the same criteria was applied to Ethnic Studies students. In 2019, the Honors Convocation name changed to Outstanding Senior Reception.

## **VI. FACULTY MATTERS**

### **A. Faculty for WSTD and ETHS prefix courses**

There is no dedicated faculty line for the WGES Program. The WSTD and ETHS prefix courses are currently taught by an adjunct (Amber Lewis for WSTD 220) and the director (Van Ingen for ETHS 101). The WSTD 495: Special Topics Introduction to LGBTQ Studies was taught by an adjunct (Patrick Arnold) for the first time in spring 2019. Although Arnold took another position at Michigan State, we would like to offer his course again in the future. The remaining prefix courses (WSTD 420 Research Seminar and ETHS 370 Research in Ethnic Studies) are currently offered as independent studies by the WGES director. ETHS 450 (Senior Seminar in Comparative Ethnic Studies) has not been offered in the past five years.

### **B. Affiliated Faculty**

Forty individual faculty teach over 35 courses for the combined WGES Program. Eight faculty teach courses in both WGS and ETHS while 18 teach only for WGS and 14 teach only for Ethnic Studies (in addition to their own department courses). Most (35 of 40) are in CAS and 5 are in the COE--Counseling & School Psychology; Family Studies; Physical Education). Almost 75% are tenured at the associate or full professor level. Four faculty are adjunct lecturers, including the regular instructor for the required WSTD 220 class.

A review of 30 WGES affiliated faculty CVs shows that together, since 2010, they published 16 books, 110 peer-reviewed articles, and presented over 300 conference papers. Almost all have graduate faculty status and 96 percent have the highest degrees in their fields. Many have won prestigious university awards including the Leland Holt Distinguished Faculty Award (Susan Honeyman 2019); Pratt-Heins Award for Excellence in Teaching (Marguerite Tassi 2009; Susan Honeyman 2013); and the Pratt-Heins Award for Excellence in Service (Carol Lilly 2014; Linda Van Ingen 2019). Overall, affiliated faculty members are highly qualified and accomplished professors (See CVs in Appendix).

#### Women's & Gender Studies Courses and Instructors

<b>COURSES IN WOMEN'S &amp; GENDER STUDIES</b>		<b>INSTRUCTOR</b>
<u>WSTD 220</u>	Women's & Gender Studies	Amber Lewis (adj lecturer)
<u>WSTD 420</u>	Research Seminar in Women's & Gender Studies	Linda Van Ingen
<u>WSTD 499</u>	Special Topics in Women's & Gender Studies	Linda Van Ingen
<u>ART 422</u>	Women in Art	n/a
<u>CJUS 315</u>	Victimology: Victims of Crime	Julie Campbell Beth Wiersma Timber Wulf
<u>CJUS 360</u>	Sex Crimes	Julie Campbell Beth Wiersma Timber Wulf
<u>CJUS 370</u>	Women and Crime	Julie Campbell

		Beth Wiersma Timber Wulf
<u>CJUS 380</u>	Minorities and Criminal Justice	Julie Campbell Timber Wulf Beth Wiersma
<u>CJUS 476</u>	Terrorism and Crisis Negotiations	n/a (retired)
<u>CSP 418</u>	Introduction to Counseling and Social Advocacy	Amy Eigenberg (adj lec)
<u>ENG 254</u>	Introduction to Literature: Special Topics (Queer Literature) <sup>1</sup>	Susan Honeyman
<u>ENG 260</u>	Images of Women in Literature	Marguerite Tassi
<u>ENG 359</u>	Contemporary American Multicultural Lit	Maria O'Malley
<u>ENG 360</u>	American Women Writers	Anna Rose Steinke
<u>ENG 425</u>	Children's Literature	Michelle Beissel Heath Susan Honeyman
<u>ENG 426</u>	Literature for Adolescents	Michelle Beissel Heath Susan Honeyman
<u>ENG 460</u>	Topics: Women's Literature	Marguerite Tassi Anna Rose Steinke
<u>ETHS 101</u>	Introduction to Ethnic Studies	Linda Van Ingen
<u>FORL 357</u>	Seminar on Women in a Foreign Literature	n/a
<u>FREN 357</u>	Seminar on Women in French/Francophone Lit	Sonya Kropp
<u>FAMS 151</u>	Human Sexual Behavior	Tami Moore Sharon Obasi
<u>FAMS351</u>	Marriage & Family Relations	Sylvia Asay
<u>FAMS 465</u>	Advanced Study of Sexual Behaviors	Tami Moore
<u>HIST 421</u>	Women in America	Linda Van Ingen
<u>HIST 485</u>	The United States Since 1941	Linda Van Ingen
<u>HIST 495</u>	Topical Studies (The 1960s ) <sup>1</sup>	Linda Van Ingen
<u>HIST 495</u>	Topical Studies (Women and War in Modern Europe) <sup>1</sup>	Carol Lilly
<u>JMC 460</u>	Mass Media and Society	Nanette Hogg
<u>MUS 247</u>	Women Composers and Their Music: A Historical Approach	n/a
<u>PSCI 353</u>	Race & Politics	Claude Louishomme
<u>PSCI 374</u>	Modern Political Thought	n/a
<u>PSCI 378</u>	Feminist Political Thought	Joan Blauwkamp
<u>PSY 374</u>	Psychology of Gender	Megan Strain

<u>SOC 201</u>	Social Inequality	Suzanne Maughan-Spencer
<u>SOC 369</u>	Sociology of Gender	Sandra Loughrin
<u>SOC 380</u>	Sociology of Sexuality	Sandra Loughrin
<u>SOC 430</u>	Sociology of Family	Suzanne Maughan-Spencer
<u>SOC 462</u>	Sociology of Health and Illness	Hui Liew
<u>SOWK 170</u>	Introduction to Social Welfare	Christina Sogar
<u>SOWK 410</u>	Social Policy & Programs	Ben Malczyk
<u>SOWK 420</u>	Diversity and Social Justice	VanLaningham
<u>SOWK 479</u>	Violence Across the Lifespan	VanLaningham
<u>SPAN 357</u>	Seminar on Women in Hispanic Literature	Michelle Warren

#### Ethnic Studies Courses and Instructors

<b>COURSES IN ETHNIC STUDIES</b>		<b>INSTRUCTOR</b>
<u>ETHS 101</u>	Introduction to Ethnic Studies	Linda Van Ingen
<u>CJUS 380</u>	Minorities and Criminal Justice	n/a
<u>ENG 253</u>	Intro to Literature: Non-Western Civilization	Anna Rose Steinke
<u>ENG 359</u>	Contemporary American Multicultural Lit	Maria O'Malley
<u>ENG 425</u>	Children's Literature	Susan Honeyman Michelle Beissel Heath
<u>ETHS 370</u>	Research in Ethnic Studies	Linda Van Ingen
<u>ETHS 450</u>	Senior Seminar in Comparative Ethnic Studies	Linda Van Ingen
<u>FAMS 481</u>	Cross-Cultural Family Patterns	Sylvia Asay
<u>HIST 250</u>	American History	Chris Steinke et al.
<u>HIST 251</u>	American History	David Vail et al.
<u>HIST 405</u>	The Plains Indians	Chris Steinke
<u>HIST 421</u>	Women in America	Linda Van Ingen
<u>HIST 429</u>	Religion in America	James Rohrer
<u>HIST 431</u>	Colonial America 1492-1750	James Rohrer
<u>HIST 455</u>	Comparative Studies in Ethnic Conflict	Pradeep Barua
<u>HIST 485</u>	The United States Since 1941	Linda Van Ingen
<u>MUS 106</u>	Introduction to Jazz and Blues	n/a
<u>MUS 107</u>	Introduction to Rock and Blues	Alison Gaines
<u>PE 402</u>	Sociology of Sport	Nita Unruh
<u>PSCI 353</u>	Race & Politics	Claude Louishomme



<u>SOC 201</u>	Social Inequality	Suzanne Maughan-Spencer
<u>SOC 225</u>	Global Cultures and Diversity	Anna Hain (adj lecturer)
<u>SOC 340</u>	The Holocaust	Kurt Borchard
<u>SOC 420</u>	Race and Minority Relations	Kristin Fitzgerald (adj lec)
<u>SOWK 410</u>	Social Policy & Programs	Ben Malcyk
<u>SOWK 420</u>	Diversity and Social Justice	Jody VanLaningham
<u>SPCH 454</u>	Intercultural Communication	Akbar Javidi
<u>WSTD 220</u>	Women's & Gender Studies	Amber Lewis (adj lecturer)

### **C. Support for Affiliated Faculty and Faculty Retention**

The WGES Program supports affiliated faculty in many ways. Recent efforts for faculty support include travel funds to present WGES-related research at conferences with the expectation that these faculty will also present to the UNK campus community. The No Limits conference also provides a way for faculty to be involved and engaged with the WGES curriculum.

Support for affiliated faculty is also a means of faculty retention. Many excellent WGES faculty have come and gone at UNK. The WGES Program should explore ways to help retain excellent faculty who bring diversity to both the program and the university. The WGES Program could also work with the Chancellor's Advisory Committee on Equity, Access and Diversity to ensure that positions vacated by WGES faculty are filled by new faculty qualified to teach WGES courses.

### **D. Adjunct Faculty and Graduate Assistants**

An adjunct faculty member for the introductory WSTD 220 has been instrumental in stabilizing the course and growing enrollment. Without a full-time faculty line for the program, the required WSTD 220 course at one time bounced around from faculty to faculty, depending on which departments were in a position to lend one of their qualified faculty members to teach the class. Faculty members from the Departments of English, Sociology, History, and Communications have taught the introductory course. The sensitive nature of the subject matter, however, requires a skilled faculty member who not only knows how to teach the content material but how to create a safe space for students. The current adjunct faculty member, Amber Lewis, has been very successful. Teaching the class as an evening offering every semester since fall 2012, she has reliably drawn an average of 20 students per class, often mentoring those students to add the minor degree. She also successfully added a WGS class at Kearney High School where she taught social studies until taking a new position as assistant principal in 2019-2020. She continues to teach WSTD 220 at UNK, however, and has mentored a fellow KHS teacher to teach a new class, "Human Diversity" as a replacement for the high school WGS course.

The ETHS 101 course still requires the stability of an adjunct instructor. Currently, the director teaches the class as an overload with support from a WGES Graduate Assistant (an MA student in History). Future plans include hiring a qualified adjunct for ETHS 101. An additional need for this adjunct-instructor model is a reliable allocation of funds for adjunct pay. The CAS Dean has been working on that need.

## **VII. RESOURCE BASES: FINANCIAL, REGISTRAR, & LIBRARY**

### **A. Financial Resources:**

For the past ten years, since the last APR in 2010, financial support for the WGES program has been sufficient. The annual WGES budget includes allocations for the quarter-time director and an operating budget for regular and programmatic expenses. Additional moneys have been appropriated on an ad-hoc basis to cover adjunct pay. While the academic year administrative stipend for the director and the operating budget have been permanent line-item transfers each fiscal year (beginning July1), the director's summer stipend and the adjunct pay have not been secured on a permanent basis for the program. The director, often in coalition with other program leaders similarly disadvantaged, has had to advocate for the summer pay and adjunct pay, sometimes on an annual basis.

With the shift to the CAS from the SVCASA's office, there is a new opportunity to better secure a budget for the director's summer stipend and adjunct pay. CAS Dean Teten is aware of the problem and promises to solve it. Securing the director's stipend and a regular allocation for adjunct faculty, along with the permanent allocations for the director's academic year stipen and the operating budget, would stabilize the program's financial foundation and support its continued growth.

### **Director Cost:**

The director is a full-time tenured faculty member from CAS. Her appointment carries a one-course per semester teaching reduction and a stipend of 5/6 the amount received by department chairs. This stipend, currently \$362 gross per month, covers the academic year. In the summer, like department chairs, she receives 9 percent of her regular academic year salary that is paid out in June, July and August. This summer stipend not only pays for summer work, but also serves as a supplement to what is paid out during the academic year.

The Director ordinarily teaches two courses a semester in her home department (History). Since absorbing the responsibilities of the Ethnic Studies program in 2017, however, the current director had also been teaching a third class, ETHS 101, in order to update the curriculum and establish a regularly offering of the course. In spring 2020, she went back to a two-course load (ETHS 101; HIST 848). The goal is to maintain a two-course load in her home department and transfer ETHS 101 with the updated curriculum to an adjunct.

### **Operating Expenses:**

The WGES program has a permanent annual allocation for operating expenses. In 2016, the fund increased when WGS joined with ETHS. In collaboration with International Studies, the three programs divided their funds equally amongst the two new programs (WGES and Int'l St), increasing the operating funds for each. Operating funds for WGES are sufficient to cover regular expenses (telephone, copies, publications, office supplies) and programmatic costs including the No Limits conference, guest speakers, and travel for faculty and student research conferences.

*Samples Operating Expenses in 2018-2019*

2018-2019	Expense	Revenue	Balance
Permanent transfer for 2018-2019		\$6,900	\$6,900
Copies	\$ 46		\$6,854
Telephone	\$201		\$6,653
12-passenger for LGBTQ conference	\$250		\$6,403
UNK@TheWorld	\$500		\$5,903
NWSA Membership	\$250		\$5,653
No Limits at UNL – travel for 19 students, 3 faculty	\$431		\$5,222
Instructor pay for LGBTQ class	\$3,000		\$2,222
Intended as Carry forward to No Limits at UNK 2020 but applied to Adjunct Pay for WSTD 220	\$2,222		-0-

Faculty Costs:

There is no faculty line for the WGES Program. Since 2012, however, the program has relied on an adjunct to teach WSTD 220 every semester, a cost of \$3,000 per semester. This cost has been covered on an ad-hoc basis, but in 2018-2019, responsibility for this expense got lost in a shuffle of changes in leadership, causing the \$6,000 to be drawn from the program's operating budget and creating a deficit for 2019-2020. With the shift into CAS, however, efforts to rectify the problem and secure an adjunct budget are in progress. Without an adjunct budget, the introductory courses cannot be offered in the same way or as regularly. An adjunct budget is necessary and, over the long-term, plans to secure faculty for these courses is necessary.

Administrative Support: Since at least 2010, the WGES Program has had very limited access to the SVCASA's office assistant (Kristi Milks) for administrative processing, and to the Coordinator of UNK Publications (Joel Cardenas) for web page assistance. The shift to CAS raises new possibilities for greater administrative support, especially with Kristi Milks now in the CAS dean's office. She has always been extremely reliable and efficient, but under severe time constraints. More allocation of her time to WGES would be extremely helpful.

Office Space: WGES is currently located in Study Room 202 in the university Library. This space, nicely converted into a shared office with International Studies, is furnished with desk space and bookshelves. It is a temporary situation, however, until the campus reorganizes with the new STEM building and the razing of Otto Olson. The WGES office is regularly utilized by the WGE Graduate Assistant for office hours. It also houses WGES files and books. The future

of the office space needs to be addressed. The major short-coming of the current office is a lack administrative support and its obscure location for student traffic and visibility.

#### Office Equipment:

The WGES Program has used its operating budget to secure a printer and laptop computer. The printer is located in the WGES office, while the director used the laptop. Old equipment includes a digital camera. Books donated to the WGES Program are shelved in the WGES office. The WGES program pays for copies and telephone used in the director's home department (History).

#### **B. Registrar**

The Registrar's Office plays an important role in the administration of the WGES program. The process of scheduling courses, adding approved courses to the catalog, making program changes, and advising students relies on several online platforms: CourseLeaf Class (CLSS), CourseLeaf Curriculum (CIM), PeopleSoft (MyBlue), and Degree Audit. The WGES director uses these systems for the program.

The WGES program works with two course prefix identifiers, WSTD and ETHS. A current limitation for WGES students is that no electives are cross-listed with these prefixes. That means when students search for WGES courses in the online catalog, they find only two introductory courses (WSTD 220 and ETHS 101) and the Independent Studies (WSTD 499 and ETHS 370). To make the list of electives more accessible to students, the WGES Director takes responsibility for compiling and distributing the WGES course schedule by combing through each semester's offerings to create a list of electives which she then emails out to students and affiliated faculty. She also posts it on the WGES webpage and publishes it as a bookmark or flyer for distribution. This system, although workable, puts the burden of information on the WGES Director, not the Registrar. Future goals should include getting some regularly offered electives cross-listed with a WGES prefix (WSTD or ETHS or even a new prefix WGES) so they will appear in MyBlue for student scheduling.

### **C. Library Resources (From Laurinda Weisse)**

#### **Calvin T. Ryan Library Report for Academic Program Review: Women's, Gender, and Ethnic Studies (2018-2019)**

This library report provided for the Academic Program Review of the Women's, Gender, and Ethnic Studies Program was prepared by Laurinda Weisse, University Archivist, during the Spring 2019 semester. The report provides general information about the Calvin T. Ryan Library, as well as specific library resources and services which support the Women's, Gender, and Ethnic Studies Program.

#### **LIBRARY MISSION STATEMENT**

The Calvin T. Ryan Library supports the University of Nebraska Kearney mission by acquiring and organizing resources; providing collaborative assistance and instruction in support of scholarly teaching, learning and research; meeting information needs; and adhering to recognized standards of library practice.

The Library's primary clientele are UNK students, faculty and staff. All members of the UNK community may access the library's electronic resources from both on or off-campus. Students from other units of the University of Nebraska, or from State Colleges, are classified as reciprocal borrowers and may check out library materials. The library is also open for public use. Nebraska citizens may acquire a *Special Borrower's* card free of charge. Special Borrowers can check out up to five library items, and also have access to the Library's electronic resources on a "walk in" basis only.

#### **FACILITIES & GENERAL STATISTICS**

The library's services and collections are based in the Calvin T. Ryan Library, which was built in 1963 and expanded in 1981-82 to its present size. The library is open approximately 3,750 hours per year. During FY 2016-17, library entrance gates recorded 196,009 visits to the library.

The library offers study and classroom seating to accommodate over 1,100 library users. Group study rooms, individual study carrels, tables, comfortable seating, photocopying and scanning facilities, two instructional computer labs, and a coffee shop are some of the amenities available within the library to support research and curriculum needs. The Learning Commons, which includes Academic Peer Tutoring and the Writing Center, is located on the library's second floor.

Over 130 desktop and laptop computers are available to library users within the building. These computers are equipped with a full suite of productivity applications. In addition, computers in the West Lower Level Lab have SPSS, Mathematica, R, Matlab, and other similar software available. Media production applications are also available on select computers. Access to the University's

secure wireless network is available; guest access to wireless is available for those who are not affiliated with the University.

### **STAFF INFORMATION**

The library has 20 employees. In addition to the Dean, the library includes 7 library faculty members, 5 professional staff, and 8 support staff positions. The library also employs many student workers.

Library faculty members are assigned to liaise with specific academic departments and programs. These liaison assignments are posted on the library's website. The librarian liaison works with faculty members of the academic department or program to identify resources to add to the library's collections. In addition, the liaison librarian offers instructional classes to the department or program's courses, to increase awareness of library resources, improve information literacy, and enhance scholarship. The librarian liaison also maintains Web-based research guides to assist faculty and students in navigating library resources related to that discipline. Research assistance from the librarian liaison is available through email, telephone, and in-person consultations.

### **BUDGET**

University Administration allocates state funds and tuition revenue in setting the library's budget, which is augmented by the Student Library Enhancement Fee. The distribution of library funds for purchasing new materials is based on academic departments' credit hour production. Faculty input from academic departments and programs is sought in purchasing decisions so that the library's collections align with the scholarship and curriculum needs of the University faculty.

Overall Library budget for FY 2018-19:

Periodicals - \$239,585

Books - \$135,000

Microforms - \$12,000

Preservation/binding - \$150

*Note: the above does not reflect all journal access, as much is provided through electronic databases.*

#### **Library Budget Allocations for Women's, Gender, and Ethnic Studies**

Historically, the Library has allocated funds to departments based on the number of credit hours produced by the department in the previous academic year. However, for the past several years, Women's, Gender, and Ethnic Studies faculty members have been able to request purchase of materials as needed.

Table 1 below indicates the library's budget allocations to the Women's, Gender, and Ethnic Studies Program since FY 2013-14, and any unspent balances during each of those years. Note that, due to library staffing vacancies, no departments received a formal allocation for the last two years.

Table 1: Budget allocations to International Studies, and expenditures, FY 2013-2018

<b>Year</b>	<b>Initial allocation</b>	<b>Expenditure</b>
FY 2017-18	\$0	\$746
FY 2016-17	\$0	\$819
FY 2015-16	\$500	\$513
FY 2014-15	\$500	\$390
FY 2013-14	\$500	\$0

## **COLLECTIONS**

### **Books, E-books, and DVDs**

As of July 2018, there are over 240,000 print volumes, 190,900 e-book titles, and nearly 2,600 DVD videos in the library's collections. The library collects other media types as well including: microforms, CDs, and art prints.

Within the library's collections, over 7,700 books, 7,300 e-books, and 110 DVDs were cataloged with call numbers related to Women's, Gender, and Ethnic Studies, as shown in Table 2 below. Because of the interdisciplinary nature of Women's, Gender, and Ethnic Studies, it is likely that the library has additional items relevant to the discipline that are not captured in these figures.

Table 2: Women's, Gender, and Ethnic Studies-related book, e-book, and DVD holdings as of January 2019

<b>LC Class / Subjects related to Women's, Gender, and Ethnic Studies</b>	<b>Print volumes in Book or Reference Collections</b>	<b>Online titles in E-Book Collection</b>	<b>DVD titles</b>
HM / Sociology	2030	2103	20
HQ / The family. Marriage. Women	4521	3739	88
HT / Communities. Classes. Races	925	1017	5
JV / Colonies and colonization. Emigration and immigration. International migration.	265	435	1

### **Periodicals**

An increasing number of periodical titles are being made available online. As of July 2018, over 121,000 periodical titles were available online to library users via subscription databases and

publisher e-journal packages. The library also maintains about 250 current periodical subscriptions in print, and more than 141,279 periodical volumes, dating from the early 1900s forward.

Table 3 below shows the number of unique periodical titles related to Women's, Gender, and Ethnic Studies, as derived from FullText Finder reports, which categorize 60 percent of UNK serials subscriptions by the Hierarchical Interface to Library of Congress Classification (HILCC) system. It is important to note that thousands of additional Women's, Gender, and Ethnic Studies-related periodicals are likely available to UNK students and faculty, but are not classified within FullText Finder.

Table 3: Periodical titles available to UNK library users and related to Women's, Gender, and Ethnic Studies as of June 30, 2018

<b>HILCC Subject Area</b>	<b>Number of unique serial titles accessible in print or online</b>
Ethnic & Cultural Studies	1449
Women's Studies & Feminism	200

The above numbers include full-text journals in Women's, Gender, and Ethnic Studies, regardless of whether they were subscribed to individually by the library, or received through publishers' e-journal packages or large database aggregators.

### **Databases and E-Resources**

The library subscribes to over 240 online databases, including multidisciplinary, full-text sources such as *Academic Search Premier*, *Academic OneFile*, *JSTOR*, and *NexisUNI*. Subject-specific databases supporting the Women's, Gender, and Ethnic Studies Program include *America: History and Life*; *American Indian Movement And Native American Radicalism*; *American Indian Correspondence Cold War: Global Perspectives on East-West Tensions, 1945-1991*; *Hein Online*; *Immigrations, Migrations, and Refugees: Global Perspectives, 1941-1996*; *Modern Genocide: Understanding Causes and Consequences*; and *Politics Collection*.

The library also has subscriptions to two streaming video collections: *Films On Demand* and *Kanopy*. These resources provide online access to over 55,000 documentaries, instructional videos, and films, including over 8,400 Women's, Gender, and Ethnic Studies-related videos.

### **Special Collections**

The library's collections include several specialized collections, including the University Archives and Special Collection, Government Documents, Curriculum Collection. Archival materials include documents, photographs, and realia related to the institution's history from its founding in 1905 through the present day. Graduate student theses and published documents from the departments that make up the University are also retained in the Archives. The library's Special Collection includes about 2,500 cataloged items, mostly books, concerning the history of



Nebraska, the Great Plains, and the American West. Items related to rural schools, including oral histories and photographs, are also being collected.

### **Government Documents**

The library serves as a federal and state depository of government documents. It has been a selective depository of U.S. Government publications since 1962, with more than 275,000 federal publications in print and microform formats, and cataloged access to over 20,000 federal publications. As a Nebraska State Depository Library, Government Documents also contains about 17,000 state documents in print, microform and online formats.

## **SERVICES**

### **Learning Commons**

The UNK Learning Commons is a collaboration of the CTR Library and the Division of Student Affairs.

Located on the second floor of the library the Learning Commons centralizes academic support services to foster student confidence and independence in a collaborative learning environment. Programs offered in the Learning Commons are subject tutoring, language tables, supplemental instruction, and the Writing Center.

### **Reference / Research Assistance**

Research assistance from library faculty is available in-person, by telephone, email, text, and online chat 38 hours per week. Requests outside this time will receive prompt replies.

### **Course Reserves**

Faculty may place course reserve materials at the library's circulation desk for students to access. Electronic reserves provide 24-7 online access to supplemental readings via the library's e-reserves system. Physical reserves may include personal copies or library copies of books, videos, CDs, or other materials.

### **Library Instruction**

Library instruction is a service provided by librarian liaisons to each academic department and program. Since Fall 2017, Prof. Laurinda Weisse, University Archivist, has been the librarian liaison to the Women's, Gender, and Ethnic Studies Program.

Information literacy instruction, as well as instruction in using specific library resources, is available both in-person and online. The Library Research Tutorial allows students to broaden their familiarity with library resources and learn basic information literacy skills at their own pace and with the benefit of online assessments, outside of scheduled classroom instruction time.

Prof. Weisse has also developed and maintained a number of online research guides to assist Women's, Gender, and Ethnic Studies students. These guides are accessible at

<http://guides.library.unk.edu/wstd> and <http://guides.library.unk.edu/eths>. They provide links to recommended databases, reference works, and tips on citing sources.

**Interlibrary Loan/Document Delivery**

The library offers an interlibrary loan/document delivery (ILL/DD) service to all UNK faculty, students, and staff to support their research and instructional needs. Books, microforms, photocopies of journal or magazine articles, government documents, musical scores, and other items not owned by the Calvin T. Ryan Library may be requested from other libraries through Interlibrary Loan. Document delivery is a service by which library-owned materials are made available to distance learning students. The library pays for the costs of requesting and shipping materials associated with ILL/DD service. This service expands faculty and student access to materials which the Library does not own.

## VIII. PROGRAM COMPARISONS

### A. Compared to other UNK Minor Degree Programs:

When compared to other interdisciplinary, minor-degree programs at UNK, the WGS Program stands on solid ground, enrolling more than twice as many students as other programs with the exception of the minor degree in Public Health and Public Law.

Number of students enrolled in interdisciplinary Minor Degree Programs at UNK

*Date from UNK Factbook (fall 2018)*

WGS	ETHS	Envir. Science	Int'l Studies	Military Science	Public Health	Public History	Public Law
28 minors	8 minors	3 minors	11 minors	13 minors	21 minors	2 minors	15 minors
No major	No major	No major	13 majors	No major	No major	No major	No major

### B. Compared to other Institutions:

#### Statewide Comparison:

Both UNO and UNL offer a Women's & Gender Studies major and minor, and UNL additionally offers an LGBTQ/Sexualities minor. UNO offers several programs that focus on race and ethnicity, including degrees in Black Studies, Native American Studies, and Chicano/Latino Studies. Through its Institute for Ethnic Studies, UNL offers majors in Ethnic Studies and Latin American Studies, and minors in African Studies, African-American Studies, Chicano Studies, and Native American Studies. Nebraska Wesleyan offers a major in Gender Studies and a minor in American Minority Studies. Creighton University offers a minor in Women's & Gender Studies, and Chadron State offers a minor in American Indian Studies. Peru State, Wayne State, Doane, Hastings, Concordia, and Bellevue do not offer any degree programs in Women's, Gender or Ethnic Studies.

UNK currently offers minor degrees in Women's & Gender Studies and in Ethnic Studies. Combining the two programs to create a major would be unique to the University of Nebraska system and in Nebraska generally. UNK, moreover, would be the only university west of Lincoln to offer a major related to women's, gender and/or ethnic studies.

#### Statewide Comparison

Campus	Major	Minor	Minor	Minor	Minor	
UNL	WGS (31 majors) and Ethnic/Latino majors	WGS (66 minors)	LGBTQ/Sexualities (24 minors)	Ethnic Studies	Latino Studies	
UNO	WGS (15 majors) and Black Studies majors	WGS (15 minors)	Black Studies	Native American Studies	Chicano/Latino Studies	As of 2016-17: Gender & Leadership

						Certificate u/g online
UNK	No major	WGS (28 minors)	Ethnic Studies (8 minors)			
Neb Wesleyan	Gender Studies major	Gender Studies	American Minority Studies			
Creighton	No major	WGS				
Hastings	No major	No minor				
Chadron	No major	No minor	American Indian Studies			
Peru State	No major	No minor				
Wayne State	No major	No minor				
Doane	No major	No minor				
Concordia	No major	No minor				
Bellevue	No major	No minor				

**Regional comparison:** There are several Colorado universities that offer a combined women's-gender-ethnic studies major like the one proposed by UNK. CU-Colorado Springs offers a Women's & Ethnic Studies major (and minor) with additional concentrations in Native American Studies, Latino/a Studies, and Global Studies. Their core requirement includes an introductory course on gender and race, and an advance course on gender and race theory. Colorado State-Fort Collins offers an Ethnic Studies major with a Women's Studies concentration which is a program, like UNK's proposal, that requires both the Introduction to Women's & Gender Studies class and the Introduction to Ethnic Studies class. Both universities stress the interdisciplinary nature of their degrees and the contributions of faculty from across their respective campuses. Colorado Springs has seen an increase in enrollment overall at the university (up 6.2% to 12,000 in fall 2016), and their WEST (Women's & Ethnic Studies) program currently has 14 majors, 18 double majors (so 32 total majors) and 33 minors. They have also recently expanded to offer an interdisciplinary major with Engineering and Business (called a Bachelor of Innovation Degree).

UNK's peer institutions, like University of Northern Colorado and University of Northern Illinois, offer related programs: UNC has majors/minors in Africana Studies and Asian Studies and a minor in Gender Studies, UNI has a minor and Graduate MA in Sexuality, Women's & Gender Studies.

### Regional comparison

Campus	Major	Minor	Minor	Minor
UC Colorado Springs	WEST -- Women's & Ethnic Studies (32 majors)	Women's & Ethnic Studies (33 minors)	New: Bachelor of Innovation (WEST collaboration with Engineering & Business)	

Colorado State Fort Collins	Ethnic Studies major with WGS concentration	WGS minor	Ethnic Studies minor	
Univ. Northern Colorado	Africana Studies and Asian Studies majors	Africana Studies minor	Asian Studies minor	Gender Studies minor
Univ. Northern Iowa	No major, but graduate MA in Sexuality, Women's & Gender Studies	Sexuality, Women's & Gender Studies minor		

## **IX.FUTURE DIRECTIONS:**

The WGES program is well situated to move into a new phase of development and growth. Now housed in the CAS, it has potential to grow in terms of curriculum development, co-curricular collaborations, and student enrollment. Administrative functions also benefit from review and support from CAS leadership. In accordance with the CAS Dean's strategic plans for the college, WGES has prioritized the following in 1-3-5 and 10 year goals.

### **One Year:**

- Mentor and transition to new WGES director for fall 2020
- Issue online Alumni Survey 2020 (Qualtrix) in May for 2019-2020 Assessment cycle
- Complete transition from SVCASA office to CAS: budgets, office associate, office space
- Pursue CCPE approval of the WGES Major
- Complete implementation of the WGES Major through Registrar and Catalog process
- Pursue WSTD220 and ETHS101 approval for the New General Studies program
- Confirm budget allocations for adjunct pay, director administrative and summer stipend, operating budget
- Make plans for New Major rollout and curriculum (if approved)
- Make plans for participation in new General Studies (if approved)
- Update brochures, webpage, social media platforms

### **Three Year:**

- Grow student enrollment in minors (and major)
- Develop/offer ETHS 101 as online or blended class to create online ETHS minor
- Expand curriculum with lower-division "Introduction to LGBTQ Studies" and upper-division "History of Sexuality" (see Box for sample syllabi)
- Work with Registrar to cross-list a selection of electives with WGES prefix
- Work with CAS Dean to optimize office space and office associate needs
- Establish Experiential Learning/Research component (especially if have major)
- Strengthen Affiliated Faculty connections: curricular updates, professional development, research presentations to campus community
- Work with ODI and Women's Center to strengthen co-curricular and research opportunities for students
- Strengthen student engagement and co-curricular activities
- Strengthen Alumni network
- Develop marketing/branding strategy and materials

**Five Year:**

- Offer ETHS minor and WGES major as online programs (along with existing online WGS minor)
- Explore online Graduate Certificate in WGES
- Assess (and expand?) collaboration with WGES directors at UNL and UNO for No Limits, other ideas

**Ten Year:**

- Pursue full-time faculty line for WGES program/director

## APPENDIX

### A.General Studies Program: Current Learning Outcomes for WSTD220 & ETHS101

#### GENERAL STUDIES CREDIT: SOCIAL SCIENCE DISTRIBUTION

*The UNK General Studies program helps students acquire knowledge and abilities to: understand the world, make connections across disciplines, and contribute to the solution of contemporary problems.*

#### General Studies Program-Learning Outcomes:

Students can:

- 1) **Evaluate information appropriate to the task:** Students will read a wide variety of Women's & Gender Studies scholarship and will conduct research or a service-learning project. They will evaluate this information in class discussions, weekly journals, two essay exams, and in a semester paper (research or service-learning).
- 2) **Apply principles of critical thinking to demonstrate integrative<sup>1</sup> learning:** Students will apply principles of critical thinking widely used in Women's & Gender Studies such as the social construction of gender, race and sexuality, and an understanding of gender as a system of relations and power. Integrative learning between Women's & Gender Studies, which is inherently interdisciplinary, and other traditional disciplines (such as a student's major-degree field of study) will be achieved through in-class discussions, weekly journals, two essay exams, and semester paper (research or service-learning).
- 4) **Communicate effectively in written form:** Students will communicate effectively in written form through weekly journals, two essay exams, and semester paper.
- 5) **Analyze cultural issues within a global context:** Students will analyze cultural issues both in the U.S. and internationally using "woman" as a category of analysis and analyzing "gender" as a system of relations and power. This will be achieved through reading/discussing/viewing a wide variety of articles and videos that focus on transnational feminisms.

#### Social Sciences Learning Outcomes

Students can:

- 1) **Demonstrate understanding of the connections between the content of the Social Science course and courses in other disciplines in General Studies:** students will demonstrate understanding of how the content of Women's & Gender Studies connects to many other disciplines including those in the humanities, social sciences, natural sciences, and business. The social construction of gender, race and sexuality, for example, is a useful tool of analysis in any discipline. This will be achieved through reading/discussing a wide variety of interdisciplinary articles and videos, writing journals, and two essay exams.
- 2) **Describe basic concepts and methods used in a social science discipline:** students will describe and apply basic concepts and methods used in Women's & Gender Studies such as how "woman" is a category of analysis and how "gender" is a system of relations and power. Students will also understand society's role in constructing gender, sexuality, and race. This will be achieved through in-class essay exams.
- 3) **Demonstrate an understanding of how basic concepts and methods from a social science discipline explain individual or group behavior:** Students will demonstrate an understanding of how basic concepts and methods used in Women's & Gender Studies

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<sup>1</sup> Refers to learning that is cross-disciplinary, involving multiple theories, contexts, and methodologies.



explain how and why women and men behave in certain ways; in other words they will understand how gender roles are socially constructed and how this affects both individuals and society as a whole. Students will achieve this through both reading about these issues and conducting scholarly research or a service-learning experience in the community. Their understanding will be demonstrated through in-class discussions, weekly discussion posts, and two essay exams.

- 4) **Demonstrate the connection between social science research and social or political policy:** Students will demonstrate the connection between Women's & Gender Studies research and social or political policy by applying conclusions, theories, and methods about women, gender, race and sexuality to contemporary social issues and political policy. This will be achieved through reading/discussing a wide variety of interdisciplinary articles and videos, writing discussion post, and two essay exams.

### **General Studies Learning Objectives: Social Science Distribution**

***ETHS 101 is a General Studies course within the Social Science Distribution Area***

#### ***General Studies Learning Outcomes:***

**PROGRAM-LEVEL OUTCOMES** (GS courses must meet at least one program-level outcome)  
Students can:

- 1) Evaluate information appropriate to the task (***ETHS 101 in-class discussions, journals, research paper***).
- 2) Apply principles of critical thinking to demonstrate integrative learning (***ETHS 101 in-class discussions, journals, research paper***).
- 3) Communicate effectively in spoken form (***ETHS 101 in-class discussions, journals, research paper***).
- 4) Communicate effectively in written form (***ETHS 101 in-class discussions, journals, research paper, essay exams***).
- 5) Analyze cultural issues within a global context (***ETHS 101 in-class discussions, journals, research paper***).
- 6) Evaluate in context significant concepts relating to democracy (***although addressed, not a specific focus in ETHS 101***).

***Purpose of Distribution Area Courses:*** Building on the fundamental skills developed in the Foundational Core and the critical thinking skills of the Portals, courses within the distribution area give students a broad exposure across a variety of disciplines in Aesthetics, Humanities, Social Sciences, Natural Sciences, Analytical & Quantitative Thought, and Wellness. True intellectual development is a powerful combination of the general and the specific - students need to explore multiple perspectives across disciplines and build a strong general foundation.

#### ***ETHS 101 meets the following Social Science Distribution Outcomes:***

After taking this class, students can:

1. Articulate the relevance of the Social Science course to their general education (***in-class discussions***)

2. Describe basic concepts and methods used in a social science discipline (*critical race theory; intersectional analysis; papers, in-class discussions, exams*)
3. Demonstrate how basic concepts and methods from a social science discipline explain individual or group behavior (*Intersectional Analysis/Biography research paper*).
4. Evaluate the connection between social science research and social or political policy (*In-class discussion; journals*)
5. Apply concepts and methods from a social science discipline to social science research (*Intersectional Analysis/Biography research paper*).

## **B. Timeline for creation and approval of proposed New Major (Van Ingen 10/26/18)**

**Fall 2012-Spring 2013:** Advisory Council discussed a new major following the Ethnic Studies APR of spring 2012 which suggested combining the two minor degrees to create a major degree.

**March 5, 2013:** BA, BS and BS Comprehensive proposals were drafted and sent to CNSS Ed Policy which approved them and sent on to CNSS Dean La Duke.

**March 29, 2013:** CNSS Dean La Duke did not support advancing the proposals due to his concerns (for which he wanted numbers):

- Is there a cost savings? Will the two programs come under one director? Will this major require more resources or less?
- Demonstrate why there is a demand for this degree now and here
- What competing/complementing programs are there in Nebraska and regionally? What is the national trend?
- Is the program a true merged program? Add more merged requirements?

These issues were addressed in discussion and an addendum of justifications was submitted to the dean on April 10, 2013. The new major proposal remained in Dean's office.

**November 2, 2015:** the program paperwork was returned by Dean La Duke because he was "still not convinced that this major will be a viable and competitive degree for our students. If we are going to do this, it must be a strong program."

**February 17, 2016:** revised new major proposals for BA and BS (no BS Comprehensive) were approved by the WG &E Advisory Council. These proposals differed from the earlier versions by adding more required classes. In addition to two required survey courses (the ETHS 101 and WSTD 220), as well as a research component (either ETHS 450 or WSTD 420), the new major proposal required an additional 9 credit hours (3 classes) from two different departments:

- HIST 421 Women in America
- PSCI 353 Race and Politics
- PSY 374 Psychology of Gender
- SOC 369 Sociology of Gender
- SOC 380 Sociology of Sexuality
- SOC 420 Race and Minority Relations

**January 2017:** new major proposals sent to CNSS Ed Policy Committee.

Addendum added per request from Ed Policy:

- justifications tying the new majors to UNK strategic Four Core Values and NU's Four Cornerstones
- detailed tables with sample occupations, regional comparisons, and comparisons to other Nebraska programs.

**February 2017:** CNSS Interim Dean Longo approved the proposals forwarded and approved by Ed Policy.

**March 6, 2017:** Registrar's Office received the proposals.

**April 27, 2017 (or April 20?):** Academic Affairs approved the proposals.

**April/May/Summer 2017:** UNK Chancellor's Office approved the proposals.

**Fall 2017:** Off-Campus to NU Council of Academic Officers and NU Academic Affairs, coordinated by NU Vice Provost David Jackson.

**November 21, 2017:** zoom meeting with NU Vice Provost David Jackson with Kenya Taylor and Linda Van Ingen. Jackson's concerns:

- Labor force need and demand?
- Is there unnecessary duplication with other campuses?

**November 30, 2017:** Addendum sent to David Jackson (via Cathy Roberts) with:

- Learning Outcomes
- Labor Needs and Demands in Nebraska (using Nebraska Department of Labor statistics)
- Sample Occupations chart added to previously submitted tables of data and justifications to Core Values/Four Cornerstones

**December 12, 2017:** David Jackson reports continued concern about labor force need and demand, and issue of unnecessary duplication with UNL and UNO.

**January 19, 2018:** another addendum to the proposal that reiterates duplication argument (no campus combines with Ethnic Studies), emphasizes "cultural competency" and "research and writing skills" as part of the jobs argument, and includes responses from a 2010 survey of Women's Studies alumni speaking to the demand for a major degree and how their minor in Women's Studies prepared them for their careers and graduate studies.

**January 25, 2018:** Board of Regents approved the BA and BS in Women's, Gender and Ethnic Studies. All in favor/motion carried.

**Spring 2018:** Preparation for CCPE (Coordinating Commission for Postsecondary Education)

**February 8, 2018:** proposal put on agenda for CCPE meeting on April 26, 2018 in Norfolk.

**March 30, 2018:** Dr. Kathleen Fimple, (CCPE staff/liaison between NU and CCPE) requested supplemental materials to address CCPE concerns. Email from David Jackson 3/30/18 reports:

- Need for the program regarding jobs: "many of the jobs listed often don't require a four-year degree of any kind and those that do may need a specific degree (e.g., social worker)"
- Demand for program from students: "It's not clear how UNK arrived at 10 students/year or why they think that number would be sustainable"
- Unnecessary duplication: "UNL and UNO both have women's studies programs. Both meet CCPE threshold for interdisciplinary programs (two) but they do not have many graduate (do not meet the threshold of 7 graduates/year). They both offer different types of ethnic studies programs that average two or fewer graduates. These numbers don't support adding a third program in the University system."
- Budget: "The program should not keep gaining enrollments in its fifth year (they should be stable). Also, the calculations do not indicate if the students are truly new or if they have converted from a minor to a major or from another major to the proposed major. These circumstances would greatly reduce the actual number of new students and correspondingly the projected revenue."

**April 4, 2018:** meeting between Provost Susan Fritz and David Jackson (and UNK Bicak?) came to the following conclusions:

- Request a delay (from April 26 meeting)
- Prepare responses to CCPE concerns from Fimple
- Identify: 2 students and 2 employers to testify for the new major

**April 4, 2018:** email from Provost Susan Fritz to CCPE Executive Director Dr. Mike Baumgartner (CCPE staff) requesting a delay.

**April 4, 2018:** Baumgartner put review of proposal by CCPE on hold (email 4/4/18), and said “we will begin a new 90-day review period when/if the University of Nebraska re-request review of the proposed program.”

**Summer CCPE meetings June 14 and July 26:** proposals not put on agenda; July 26 meeting canceled.

**July 11, 2018:** Van Ingen emailed Kenya Taylor/Tami Plugge about getting on the September meeting since the July meeting was canceled.

**July 12, 2018:** Tami checked with Charlie Bicak, Kenya Taylor and Central Administration and emailed that “it’s not quite the appropriate time for this to move forward to CCPE. Provost Fritz and David Jackson plan to let us know when we can proceed.” Van Ingen responded: “thanks for the update. I’ll put things on hold for now.”

**Fall 2018:** Bicak informally told Van Ingen that he and Fritz want to pursue the major, since all has been approved by the university system, up through the Board of Regents. No action taken.

**Spring 2019:** Van Ingen emailed interim Dean Ellis that the argument for the new major should be put in terms of “economies of scale” and not a “cost-benefit” analysis since the resources are already in place and adding the major would increase output without added costs to input.

**Fall 2019:** Students circulated a petition gathering signatures in support of a WGES major.

**March 12, 2020:** CCPE meeting in Kearney.

## **C.Justification for New Major: Request to Create an Undergraduate Academic Program (November 2017)**

### **New Major Proposal: Women's, Gender & Ethnic Studies (WGE)**

#### **Mission: Women's, Gender & Ethnic Studies**

The combined Women's, Gender & Ethnic Studies Program is an interdisciplinary study of the intersectionality of race, ethnicity, gender, and sexuality within the context of class. It explores the interlocking nature of systems of oppression and privilege that impact many aspects of life and society in the United States and around the world. The program empowers students to redefine difference and prepares them to work successfully in a culturally diverse and rapidly changing job market.

#### **I. Learning Outcomes**

**Students will complete 120 cr hrs in 4 years. Upon graduation, students will be able to:**

- Promote cross-cultural understanding
- Apply an intersectional analysis of gender, race, ethnicity, and class to a variety of issues
- Critically analyze and synthesize material related to women, gender, race, ethnicity, class
- Make connections between knowledge and personal and socio-economic environment
- Communicate effectively (read/write/speak) with others different than themselves
- Research and write using social science concepts and methods in women's, gender and ethnic studies

#### **II. Labor Needs and Demands in Nebraska**

[Nebraska Department of Labor <https://newworks.nebraska.gov> 11/30/17]

WGE majors would be eligible to apply for many jobs in Nebraska that require a four-year bachelor's degree and preparation to work with a diversity of people and issues. There is a high need and "bright outlook statewide" in Nebraska in the following occupations:

Office and Administrative Support: 59 job openings  
(i.e. Customer Service Specialist, Omni Hotels \$n/a, entry level)

Social and Human Services Assistants: 53 job openings  
(i.e. Family Outreach Coordinator, Central Nebraska Community Action Partnership, \$28k)

Patient Representative: 45 job openings  
(i.e. Patient Access Representative at Creighton University Medical Center, \$n/a, entry level)

Human Resources Specialists: 44 job openings  
(i.e. HR Generalist at Mosaic \$n/a; Recruiter for Nebraska Early Childhood Collaborative \$38k)

Community and Social Service Specialists: 20 job openings  
(i.e. Human Trafficking Specialist for Salvation Army \$n/a; SNAP rural outreach & partnership coordinator for Food Bank for the Heartland \$32k)

Compliance Officers: 2014-2024 forecasts a job increase of 10.68%  
(i.e. Job category includes Equal Opportunity Compliance Representatives)

**Table 1: Sample occupations** of recent graduates nationwide (from list of over 200 occupations identified by National Women’s Studies Association *Program Administrator’s Handbook* and other WGS web pages including Nebrwesleyan.edu and Hastings.edu)

<p><b>Business:</b> Because their studies emphasize understanding differences and discovering the intersections between racism, sexism, homophobia, classism, and other forms of oppression, women's and ethnic studies graduates are well suited for a wide variety of settings, including business organizations, research centers, trade and international associations, and unions.</p> <p><b>Education Careers:</b> The interdisciplinary nature of women's and ethnic studies is an excellent complement to careers in education and librarianship that require expertise in finding and using information on contemporary social issues, as well as working with a culturally diverse student body (and their parents).</p> <p><b>Government &amp; Politics:</b> Women's and ethnic studies’ knowledge about power relationships and injustice supports careers in government and politics on all levels – national, state, and local communities.</p> <p><b>Graduate Study:</b> The integration of race, class, and gender issues prepares women’s and ethnic studies students for graduate degrees in the professions (Law school, Public Policy, Public Health), humanities, and social sciences.</p> <p><b>Health Care:</b> Women’s and ethnic studies majors bring expanded insight and sensitivity to social concerns in health care.</p> <p><b>Law:</b> Women’s and ethnic studies majors are increasingly at the cutting edge on issues facing the legal profession including work as lobbyists, legal aides, and lawyers.</p> <p><b>Public Policy and Human Resources:</b> With a background in women's and minorities' histories, graduates work with advocacy groups, human rights organizations, environmental and consumer groups, health care, and youth, elderly, and social services.</p>	<ul style="list-style-type: none"> <li>• Admissions Counselor</li> <li>• Affirmative Action Coordinator</li> <li>• Community Program Coordinator</li> <li>• Coordinator/Manager for Women’s Organizations (League of Women’s Voters, National Organization of Women, Women in Communications)</li> <li>• Customer Relations Representative</li> <li>• Diversity Consultant/Training</li> <li>• Domestic Violence Survivors Advocate</li> <li>• Family Services Case Worker/Administrator</li> <li>• Grant Writer</li> <li>• Human Rights Advocate</li> <li>• Immigration/Refugee Advocate</li> <li>• International Human Rights Program Coordinator/Manager</li> <li>• Journalist/Feature Writer</li> <li>• Legislative Aide</li> <li>• Lobbyist</li> <li>• Marketing Communications Specialist</li> <li>• Patient Advocate</li> <li>• Peace Corps Volunteer</li> <li>• Public Relations Specialist</li> <li>• Rape Assistance and Awareness Program Manager</li> <li>• Residential Care Manager</li> <li>• Sales Representative/Manager</li> <li>• Sensitivity/Diversity Trainer</li> <li>• Social Worker</li> <li>• Student Advisor</li> <li>• Union Organizer</li> <li>• Victim’s Advocate</li> <li>• Volunteer Services Administrator</li> <li>• Women’s/Minority Advocate</li> </ul>
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### **III. Justification for new major in Women's, Gender & Ethnic Studies**

The Women's, Gender & Ethnic Studies major contributes significantly to UNK's Four Core Values and NU's corresponding Four Cornerstones.

**1. UNK's Core Value #1 Learning Matters and NU's "transforming lives through research & innovation":** The WGE major contributes to the UNK and NU focus on interdisciplinary research and experiential learning. WGE is by definition interdisciplinary, working collaboratively with department programs across campus, especially in the CNSS and FAH. The curriculum begins with introductory classes already established in the minor degree programs, and then draws on well-established designated elective courses from other disciplines. Students make connections across the disciplines in terms of the social, political, historical, and economic effects of race, ethnicity, gender, and sexuality. Their program of study culminates in an experiential research methods capstone under the mentorship of a faculty sponsor.

**An emerging field of scholarship:** Combining women, gender, and ethnic studies scholarship is an emerging field that recognizes the "intersectionality" of gender, race, and class. The combined new major creates new "space" for scholarship by/about/for underrepresented groups, including minority men and all women.

**2. UNK's Core Value #2 Student-Centered Learning Environment and NU as "the best place in the nation to be a student":** The WGE major contributes to UNK's efforts to increase enrollment, including expanding the diversity of its student body and the focus on student success and retention. It also supports NU's Cornerstone to reach out to students historically underrepresented in higher education and to ensure the well-being of all students, "including increasing diversity and cultivating an environment free of discrimination, harassment and violence." It is worth noting that while UNK has experienced some decline in undergraduate enrollment (11% since spring 2013), it has seen an enrollment increase of both Hispanic (13%) and African-American (35%) students since 2013 – and more so if one compares to 2010. Gender balance on campus has been over 50% women (57% in spring 2016). While there is not necessarily a direct correlation between a WGE major and enrollment of women and minorities, offering this major would increase the visibility of Women's, Gender & Ethnic Studies on campus and contribute to a welcoming environment for minority students and all women.

**Demand for a WGE major:** Currently, introduction classes for Women's & Gender Studies are consistently full each semester (a second section will be offered each semester beginning in Fall 2017). Spring 2017 enrollment in the Ethnic Studies introductory class nears capacity and is very diverse: two-thirds of the students enrolled are minority students. The number of declared minor-degree students in Women's & Gender Studies averages 20 each year, and while the number of Ethnic Studies minors is lower, student interest is untapped. Those who thrive in the introductory courses would benefit from the opportunity to pursue their interests as WGE majors. Current minor degree students have majors in English, Family Studies, Health Education, History, Political Science, Pre-Law, Psychology, Sociology, Social Work, and Theater. These students would like the option to double-major with WGE. Also, students coming in undeclared (over 100 first time freshman each year) could start on a WGE major which, because of its interdisciplinary nature, would help them find a second major or minor degree to complement their major.



**UNK retention goals:** The WGE major supports UNK retention goals, offering students a scholarly context for their own experiences and empowering them with mentorship through research and scholarship. It is an appealing option for students who may be undecided, who default to a general studies degree, or who are considering leaving UNK before graduation. UNK has lost interested students to other campuses because the university does not offer a major. These amount to only a few students on record (statistics show 2 students transferred to UNO or UNL; there is no tracking of students who transferred elsewhere), but they indicate a missed opportunity for recruiting and retaining more students to UNK.

**3. UNK's Core Value #3 People Matter and NU's "work hand-in-hand with partners to achieve goals":** The WGE major supports UNK's goal to expand the scope of academic opportunities and to increase collaborations across campus and with other entities. The proposed major degree offers something unique: no other NU institution offers this combined major.

Both UNO and UNL offer a Women's & Gender Studies major (and minor), and UNL additionally offers a LGBTQ/Sexualities minor. UNO offers several programs that focus on race and ethnicity, including degrees in Black Studies, Native American Studies, and Chicano/Latino Studies. Through its Institute for Ethnic Studies, UNL offers majors in Ethnic Studies and Latin American Studies, and minors in African Studies, African-American Studies, Chicano Studies, and Native American Studies. Nebraska Wesleyan offers a major in Gender Studies and a minor in American Minority Studies. Creighton University and Hastings College offer a minor in Women's & Gender Studies, and Chadron State offers a minor in American Indian Studies. Peru State, Wayne State, Doane, Concordia, and Bellevue do not offer anything in Women's, Gender or Ethnic Studies.

UNK currently offers only the minor degrees in Women's & Gender Studies, and in Ethnic Studies. This proposed collaborative major with both WGS and Ethnic Studies is unique to the University of Nebraska system and in Nebraska generally. UNK, moreover, would be the only university west of Lincoln to offer a major related to women's, gender and/or ethnic studies.

#### **Addendum to the New Major Proposal: Women's, Gender & Ethnic Studies January 19, 2018 (Linda Van Ingen, University of Nebraska, Kearney)**

**1.Regarding unnecessary duplication with UNL and UNO:** Neither UNL nor UNO integrate Ethnic Studies with their Women's & Gender Studies majors.

UNK would be very unique in offering the combined WGS and Ethnic Studies major. While there is some overlap with regard to women and gender, the proposed UNK major emphasizes the scholarship of "intersectionality" that explores the complicated confluence of gender, race, ethnicity, and class in American society. Both UNL and UNO have expanded to include Sexuality Studies in their programs, but not Ethnic Studies.

#### **2. Jobs for graduates with a degree in Women's, Gender & Ethnic Studies:**

**Cultural Competency:** With this new major, students gain cultural competency to work with a diverse population. Job descriptions increasingly include this language in their preferred requirements for new hires.

**Research & Writing Skills:** Students applying for jobs will also benefit from the research opportunities required for the new major. As noted below from a survey of UNK Women's Studies alumni in 2010, experiential learning with research projects make an important difference in their subsequent careers. Semester-long research projects were previously required for the UNK minors in Women's & Gender Studies and Ethnic Studies, but it is no longer required for these minor degrees. When the university reduced the number of credit hours required for graduation from 125 to 120 hours, these two minor degree programs reduced their degree requirements from 24 hours to 18 hours and removed the research requirement. Semester-long research projects are not ordinarily part of minor degrees but rather go with major degree programs. The new proposed major degree would bring the research component back into the curriculum for those who choose the new major in Women's, Gender & Ethnic Studies.

## **D. Constitution for Iota-Iota-Iota (Triota): Student Organization**

### **Iota, Iota, Iota Phi Chapter Φ Constitution**

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The University of Nebraska at Kearney  
Women's and Gender Studies Program  
*Adopted Spring 2004; Amended Spring 2010*

#### **Article I: Name of Organization**

Section 1: The name of the organization shall be The University of Nebraska at Kearney, Women's and Gender Studies Honor Society, *Iota, Iota, Iota*.

#### **Article II: Purpose of the Organization**

Section 1: The purpose of the organization shall be to encourage and support scholarship and excellence in Women's and Gender Studies at the University of Nebraska at Kearney. It also seeks to empower students of any sex, gender, race, orientation, status and ability; promote awareness of gender-related issues on campus, in the community; foster activism and advocacy, and dispel myths about what it means to be a feminist.

#### **Article III: Qualifications for Membership**

Section 1: Membership shall be open to minors in Women's and Gender Studies as well as any student at the University of Nebraska at Kearney who possesses a strong interest in Women's and Gender Studies and has completed at least three hours of Women's and Gender Studies courses. Members should have a GPA of at least 3.0 in Women's and Gender Studies course work.

Section 2: Registered undergraduate students who meet the academic guidelines are invited to become members of this Women's and Gender Studies honor society without regard to gender, race, ethnicity, religion, ability, socioeconomic class, or sexual orientation. *Iota, Iota, Iota* is committed to diversity and inclusion.

Section 3: The membership shall be divided into active and general members. Only active members may hold office, vote, preside, officiate, or solicit funds on behalf of the organization.

Section 4: *Iota, Iota, Iota* reserves the right to expel a member who is not following the policies of the organization with a two-third's vote of attending members.

#### Article IV: Officers of the Organization

Section 1: The elected officers of this organization shall be as follows: President, Vice-President, Treasurer, and Secretary. These officers constitute the Executive Committee.

Section 2: The term of office shall be for the fiscal year from July 1 to June 30.

Section 3: Officers shall be elected from the active membership. No one officer shall serve more than 2 years in any given office.

Section 4: Elections shall be held during the spring semester prior to the end of the academic year.

Section 5: The Executive Board of the organization shall consist of the elected officers who constitute the Executive Committee and the Faculty Advisor. It shall be the duty of the Executive Board to conduct any business approved by the Executive Committee by a simple majority vote.

Section 6: In the event that the President is unable to serve a full term in office, the Vice-President shall automatically assume the office of the President for the unexpired portion of the term. In the event that the Vice-President, Secretary or Treasurer is unable to serve a full term of office, the President shall appoint a replacement for the unexpired portion of the term.

#### Article V: Meetings

Section 1: Meetings shall be held at least once a month for the months of September through May, at the UNK Women's Center or other designated location.

Section 2: Adequate advance notice must be given to all active members.

Section 3: Special meetings shall be announced by university e-mail by the President, Vice-President, Treasurer or Secretary at least two days prior to the special meeting.

#### Article VI: Quorum

Section 1: A simple majority of the elected officials and active members in attendance may transact business legally and shall constitute a quorum.

## Article VII: Elections

Section 1: A call for nominations shall take place during the February meeting and will last until the April meeting. During this election period, active members may nominate themselves or other active members by e-mailing nominations to the Faculty Advisor.

Section 2: The election shall take place at the April meeting and shall be publicized in the weeks preceding it.

### Section 3: Election Codes

(1) The active members shall cast secret votes, written ballots for the candidates of their choice. Each active member shall have one vote per ballot.

(2) If a simple majority (50% + 1) cannot be obtained, the candidate with the fewest votes shall be dropped from consideration, and the active members shall vote again.

(3) In the event of a tie, the ballot will be recast.

Section 4: All officers serve for a period of one year, from July 1 to June 30.

Section 5: No one officer shall serve for more than two years in any given office.

## Article VIII: Amendments

Section 1: Amendments must be presented to the Executive Board for approval before they may be submitted to the organization for vote. Amendments must pertain to the purpose of Iota, Iota, Iota.

Section 2: Provisions for Notice shall be given to the membership at the first meeting of the organization at which a quorum is present following the approval of the amendment by the Executive Board.

Section 3: All amendments are subject to the approval of the Undergraduate Student Government Supreme Court/GSA Judiciary Committee.

## Article IX: Parliamentary Authority

Section 1: Robert's Rules of Order, Newly Revised, by Sarah Corbin Roberts, shall be used in all cases not covered by this constitution.

## Article X: Accessibility

Section 1: Copies of this constitution shall be made available upon request and it will be posted on the Women's and Gender Studies webpage.

## Article XI: Enacting Clause

Section 1: This constitution shall become effective upon approval of the Undergraduate Student Government (USG).

# Triota By-Laws

## By-Law I: Definition of Name

Section 1: The Women's and Gender Studies Honor Society, *Iota, Iota, Iota*, is named for the goddesses **Inanna**, **Ishtar**, and **Isis**. Inanna was one of the primary deities of Sumer, a civilization that flourished from around 3500 BCE to 2500 BCE. She was known as queen of the land, the source of the earth's lifeblood. Ishtar (Star) was the great goddess of Babylonia from around 1800 – 1000 BCE. She was the light of the world, the lawgiver, and the queen of all men. Isis was the primary goddess of ancient Egypt, beginning around 3000 BCE. She was the goddess from who all else arose, the Creator, the giver of life, and the mother of all.

## By-Law II: Description

Section 1: *Iota, Iota, Iota* shall be a non-secret, egalitarian national society of scholars dedicated to the ideals of excellence in Women's and Gender Studies and scholarship.

## By-Law III: Membership

Section 1: The membership shall be divided into active and general members. (1) Only currently registered students are eligible for active membership. Furthermore, active status is defined as having attended two meetings per semester or participating in two non-meeting activities of the organization. (2) All others interested in furthering the purpose of *Iota, Iota, Iota*, shall be general members. Only active members may hold office, vote, preside, officiate, or solicit funds on behalf of the organization.

Section 2: Dues shall be determined by *Iota, Iota, Iota*; however, no one is declined membership based upon socioeconomic class.

## By-Law IV: Officers

Section 1: Officers of this society shall be four in number and shall be elected by active members at the April meeting. Officer positions may be combined to form two positions when membership numbers require such measures and when the simple majority (50% +1) of all members present vote in favor of this action. The officers of *Iota, Iota, Iota*, shall be as follows: President, Vice-President, Treasurer, and Secretary.

Section 2: Candidates for these offices shall be named by the general membership during the election period from February to April.

Section 3: Officers shall be qualified for their positions by being active members at the time of their candidacy and throughout their term in office.

Section 4: The duties of the officers shall be as follows:

A. The **President** is the spokesperson for the organization. It shall be the duty of the President to preside over meetings of the organization. The President will represent *Iota, Iota, Iota* at University functions. The President shall serve as the organization's liaison to the UNK Women's and General Studies Advisory Committee. The President shall maintain contact with student organizations, university offices, and community members on matters involving *Iota*,

*Iota, Iota.* The President shall coordinate the publicity efforts of the organization. In collaboration with members of the Executive Committee, the President shall provide the general membership and the Faculty Advisor with a brief written annual summary report of activity during the preceding year and for proposals for the ensuing year.

B. The **Vice-President** shall serve in the capacity of President during the absence of the President. The Vice-President shall be responsible for recruitment and selection of new members and for organizing orientation for new members.

C. The **Treasurer** shall administer the financial affairs of the organization and present the status of finances at organization meetings for approval and inclusion in the minutes of the organization. The Treasurer shall coordinate the fundraising efforts of the organization. The Treasurer shall also be responsible for an annual audit report of the *Iota, Iota, Iota* checking account and, with the Faculty Advisor, for filing Tax Form 990-N, “Annual Electronic Filing Requirement for Small Exempt Organizations” at the end of each fiscal year.

D. The **Secretary** shall keep the minutes of the organization’s meetings and present the same for approval and inclusion in the minutes of the organization. The Secretary shall be responsible for the correspondence, both incoming and outgoing, of the organization. The Secretary shall maintain a record of the history of the organization and maintain the documents required for recruitment and new membership. The secretary shall distribute the minutes to the general membership and the faculty advisor by email within 3 days of the meeting.

Section 6: Additional officers desired by *Iota, Iota, Iota* shall be nominated and elected by the active membership.

#### Section 7: Removal of Officers

(1) An officer may be removed from office only for cause by a two-thirds vote of active members present and voting either in person or by proxy at a meeting where charges are studied by the membership. (2) Cause for removal from office shall consist of such matters as misuse of office or persistent failure to perform the duties of that office.

#### By-Law V: Amendments

Section 1: Amendments to this Constitution and By-Laws may be proposed by active members or the Executive Committee of *Iota, Iota, Iota*. Proposed amendments shall be submitted in writing to the membership for study.

Section 2: Proposed amendments will be studied by the general membership for comments and shall be submitted to the active membership for ratification.

Section 3: Ratification of amendments to this Constitution and By-laws shall require a three-fourths vote of the active members casting ballots.

## **E.WGES Advisory Council Governance Document (amended 2/19/20 WGESAC)**

Composition of the Women's, Gender & Ethnic Studies Advisory Council (WGESAC):

The Women's, Gender & Ethnic Studies Advisory Council is composed of the: Director of Women's Studies (Chair), one (1) faculty representative from each undergraduate College, one (1) faculty representative from the Library, one (1) staff representative from the Women's Center, one (1) staff representative from the Office of Diversity & Inclusion (ODI), two (2) student representatives, and five (5) "at large" faculty representatives from any college or department.

Voting Members include all faculty representatives from the three undergraduate Colleges and the Library, and Staff representatives:

1. One full-time faculty member (lecturer, tenure-track, or tenured) from each undergraduate College, one full-time faculty representative from the Library, five "at large" faculty representatives (reflecting a fair representation of instructors for ETHS and WGS courses offered from different departments).
2. Nomination process initiated by current members of the Advisory Board. Final selections approved by division deans in consultation with the Director of Women's, Gender & Ethnic Studies.

Typically, the Director would ask Advisory Council members for nominations when there is an open seat. Nominations should contribute to a fair distribution of instructors for both ETHS and WGS courses. After the Director receives the nominees, the director contacts them regarding their interest and availability. Their names are then forwarded to their respective division deans for approval.

3. Terms begin at the start of the fall semester (before the first regularly scheduled WGESAC meeting of the fall semester).
4. Nominees should make provisions in their schedules to be able to attend WGESAC meetings during the academic year.
5. Members serve three (3) year terms.
6. Faculty members finishing a complete three year term may succeed themselves if re-nominated by the Advisory Council.

Non-voting Members include the Director of Women's, Gender & Ethnic Studies (with the exception of a tie vote), and the two student representatives:



1. Two students, sophomore standing or above, **who are representative of the ETHS and WGS programs.**
2. Nomination process determined by the WGESAC (faculty nominations, student organization recommendations, etc.)
3. Final selection made by the Director of Women's, Gender & Ethnic Studies.
4. Student representatives serve a one-year, renewable term.
5. Student votes will be recorded in the minutes but will not count toward approval of actions (UN Board of Regents model).
6. The Director of Women's, Gender & Ethnic Studies serves as Chair of the WGESAC.

#### Amending the Governance Document

The Women's, Gender & Ethnic Studies Advisory Council can amend the governance document through the following process:

1. Proposed change introduced by a voting member of the WGESAC.
2. Change is introduced at a regularly scheduled monthly meeting and will be voted on at the next meeting.
3. Two-thirds of the voting members is required for approval of the proposed change.

#### Women's, Gender & Ethnic Studies Advisory Council Operations:

1. Agenda to be published to WGESAC via e-mail one week in advance of the meeting.
2. Quorum is defined as 50% + 1 of the voting members (7 voting members). Approval of action items is determined by simple majority of voting members present.
3. Meetings conducted according to Roberts Rules of Order. Attendance: only 3 absences per academic year permitted (Faculty Senate model).
4. Minutes will be kept of all WGESAC meetings. Copies of approved minutes will regularly be distributed to the following interested parties:
  - a) WSAC members
  - b) Faculty Senate

Duties of the Director of Women's, Gender & Ethnic Studies:

- A. Chair of the WGESAC
- B. Coordinating WGES offerings with Department Chairs and Deans
- C. Facilitating development of WGES curricular and co-curricular offerings
- D. Facilitating assessment of WGES program
- E. Reporting on behalf of WGES to CAS Dean, Faculty Senate and other interested parties
- F. Reports on WGES actions by ensuring that approved minutes are distributed to appropriate parties.

Duties of the Women's Studies Advisory Council:

- A. Develop procedures for evaluating WGES courses
- B. Approving proposed WGES courses
- C. Assessment of student achievement and other aspects of WGES program
- D. Regularly reviewing WGES program structure and objectives
- E. Reporting to CAS Dean, Faculty Senate, and other interested parties